1. **Title of the module**

HIST6017 (HI6017) - Work Experience at the Royal Engineers Museum, Library and Archive (REMLA)

1. **School or partner institution which will be responsible for management of the module**

School of History

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BA History (Joint and Single Honours), BA Military History

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Developed the ability to identify and analyse a range of historical material appropriate for advanced undergraduate (level 6) study in their subject area.

8.2 Gained an understanding of museological and curatorial practice in terms of cataloguing and categorising and interpretation processes appropriate for advanced undergraduate (level 6) study in their area.

8.3 Gained the ability to present fully contextualised overviews through an essay, a reflective report on the module, and 3 short reports suitable for a blog and online exhibition commentary.

8.4 An enhanced understanding of the specific role of the Royal Engineers in British history through close study of its archival materials.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Gained the ability to work according to a different set of research-based guidelines and approaches (Museological/curatorial approaches) instilling the concept of using all skills in a flexible manner.

9.2 Developed generic research skills, typically including the ability to use primary and secondary source material, and appropriate description, analysis, evaluation and argument; and,

9.3 Developed to a high level their skills of written expression, including the ability to express complex ideas clearly and concisely, to focus and organise arguments effectively, and to support their research though appropriate presentation and referencing.

1. **A synopsis of the curriculum**

The curriculum is deliberately flexible and is built around student interests and how they can be merged with the REMLAs holdings with the overall intention of deepening the students’ knowledge of both the historical role of the Royal Engineers and provide work experience through basic museological and curatorial skills.

For example, a student with a particular interest in the First World War will be assigned to relevant materials in the REMLA collection. This material will then form the basis of the assessments. The student will also be asked to looked at the relevant section of the Museum and reflect on how this particular aspect has been presented.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Bettina Messias Carbonell, Museum Studies: an anthology of contexts (Maldon MA: Blackwell, 2004)

David Chandler and Ian Beckett (eds), The Oxford History of the British Army (Oxford: Oxford University Press, 1996)

Eilean Hooper-Greenhill, The Educational Role of the Museum (London: Routledge, 1999)

Roy M. Macleod and Deepak Kumar, Technology and the Raj: western technology and technical transfers to India, 1700-1947 (New Delhi and London: Thousand Oaks and Sage, 1995)

Alan Ramsay Skelley, The Victorian Army at Home (London and Montreal: Croom Helm and Queen’s University Press, 1977)

Hew Strachan, From Waterloo to Balaclava. Tactics, Technology and the British Army, 1815-1854 (Cambridge: Cambridge University Press, 1985)

1. **Learning and teaching methods**

Total contact hours: 41

Private study hours: 259

Total study hours: 300

1. **Assessment methods**
	1. Main assessment methods

Essay 3000 words 40%

Report 1 2000 words 20%

Report 2 2000 words 20%

3 Online Object Descriptions 500 words each 20%

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Museum Work Experience | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |
| Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Report 1 | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Report 2 | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| 3 Online Object Descriptions | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

School of History modules encourage students to engage with the international significance of their subject matter, either in a comparative or historiographical fashion, or in the study of European and international themes. Some modules include the option for students to participate in international study visits. Students studying relevant foreign languages will consolidate their understanding of historical problems and themes.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018