UNIVERSITY CENTRE TRURO & PENWITH

**University of Plymouth
Academic Partnerships**

Truro & Penwith College

Programme Quality Handbook

FdA History, Heritage and Culture

2022 – 2023

TRURO COLLEGE · PENWITH COLLEGE · UNIVERSITY OF PLYMOUTH

Contents

1. Welcome and Introduction to FdA History, Heritage and Culture

The College has a vibrant teaching environment and we hope that you will enjoy your time studying with us. The FdA History, Heritage and Culture provides an opportunity to gain higher level skills and insights into History in a creative way. The programme was designed to meet local employer need and student interest. The course offers a balanced study of practical and theoretical disciplines, allowing them to develop the more specialised skills required within the heritage industry. The academic modules draw on the rich historical resources of Cornwall, enabling students to experience History through living remains, landscape and environment. Heritage and Culture modules relate historical skills to work practices through significant input from the local heritage and tourism industry of Cornwall, developing an understanding of how historical study can enhance employment opportunities. The rich historical resources of Cornwall offer the perfect opportunity to experience history through their living remains, landscape and environment.

This programme has been designed to meet the Foundation Degree Qualification Benchmark (FDQB) and is based on a vocational experience of academic study. The course also helps to prepare you for more than just a career and aims to develop key personal attributes that will equip the learners for life, instilling confidence, competence, creativity, building a sustainable future for themselves. Work placements and live briefs from providers allow you to work as professionals in the cultural heritage sector, where possible improving skills and building collaborative industrial networks. Investigations research regulatory and managemental systems relating to the heritage industry, using case studies exploring applicable legal, professional and socio-ethical issues. The FdA History, Heritage and Culture has therefore been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

This Programme Quality Handbook contains important information including:
- The approved programme specification
- Module records

Note: the information in this handbook should be read in conjunction with the current edition of the Truro and Penwith Student Handbook available on Digital Campus which contains student support based information on issues such as finance and studying at HE along with the University's Student Handbook https://www.plymouth.ac.uk/your-university/governance/student-handbook and your Learning, Teaching and Assessment Handbook available on your programme virtual learning environment (Moodle).

Programme Specification

1. Award

Final award title: FdA History, Heritage and Culture
UCAS code: V301
JACS code: V301
HECoS code: 100805 Heritage Studies / 100758 British History

2. Awarding Institution: University of Plymouth

2.1. Teaching institution(s): Truro and Penwith College

3. Accrediting body(ies)

N/A

4. Distinctive Features of the Programme and the Student Experience

This Foundation Degree offers the unique opportunity to study History combined with Heritage and Culture as a broad foundation for further specialism, or as a qualification in its own right. The addition of *'Culture'* reflects the *contemporary* and *on-going* elements which the course will focus upon. New developments to conserve and innovative ways to sustain and enhance *cultural distinctiveness* in the 21st Century, especially but not inclusively within Cornwall, will be explored. The programme will equip students with an understanding of the discipline's methodologies and the academic and practical skills required to specialise in their chosen field. Students will study a wide range of issues in local, national and international contexts to analyse historical developments and consider the relationship of the past to the present. The course provides an opportunity to gain higher level skills and insights into History in a creative way. The academic modules bring to life periods and issues from the past and the way that History is presented and used by society. Heritage and Culture modules relate historical skills to work practices, developing an understanding of how historical study can enhance employment skills and opportunities. It is suitable for Level 3 students progressing from all Humanities related programmes. It could also appeal to heritage industry professionals, curators and archivists. Contemporary themes such as heritage engagement, sustainability and conservation, modern management approaches and the issues and ethics of representing the past will be explored. In addition, the professional standards for museum collections will be considered and then applied to an original exhibition created by the students and shared with the local community. The cultural heritage sector is an area of growth within

the region and this programme will provide people with an opportunity to develop their practical and academic skills through significant input working alongside professionals from the local heritage and tourism industry of Cornwall within a dedicated adult learning environment. The HE History team have a wide network of connections to a diverse range of local employers, and in the past History, Heritage and Archaeology students have secured opportunities to work for not only local, but also national and international heritage providers. The course also recognises that within the post-modern world, the global heritage industry has found itself under threat and will investigate how it has responded and also how it has diversified by exploring new enterprising opportunities relating to technological innovation. The cultural heritage sector has become ever more entrepreneurial to increase their resilience to the changing environment and students will be encouraged to experience their own business ventures; essential preparation for those graduates choosing a self-employed career.

The FdA History, Heritage and Culture has the following distinctive features:
- The rich historical resources of Cornwall offer the perfect opportunity to experience History through living remains, landscape and environment.

- Learners will develop digital literacy, customer engagement and curatorship skills necessary for employment within the heritage industry today.

- In both years of the foundation degree strong relations between the students and regional employers are encouraged and employability skills developed. Year 1 will involve a week placement completing a survey for one of our local museum partners. In Year 2 students will complete a 60 hour work placement at an attraction of their own choosing from our established employer links. The heritage industry in Cornwall offers particularly varied opportunities for work involvement. Module summative assessments are often work related and use live briefs from employers.

- The small class sizes enable a designated tutorial session for self-reflection of study skills and further focus upon professional development. Learners will be given the opportunity to apply their understanding of innovation and enterprise in additional formative activities including projects with such organisations as Newquay Heritage Archive and Museum, and creation of a marketing product to consider all aspects of customer engagement.

- Learners will be introduced to current and emerging practices such as the use of virtual reality headsets in museums through a programme of guest speakers. Guest lectures on games design, for example, will enable learners to explore the impact of the changing digital landscape on the heritage sector.

- Learners will experience a 'behind the scenes' aspect of the industry. In previous years this has been through contributing to the Lowender Peran Celtic Festival, creating an end of year group exhibition at Newquay Heritage Archive and Museum

and educational visits exploring the work of publicity companies for national attractions such as the National Maritime Museum Falmouth.

- A programme of workshops will be delivered at location. For example. primary sources skills sessions exploring Cornwall's Civil War Pamphlets at the RIC's Courtney Library and microfiche lessons at the new Kresen Kernow centre (formally held at the Cornish Studies Library).

- Learners will have the opportunity to develop their own interests, whilst acquiring and developing skills of research and investigation, culminating in contributions to a group exhibition and an independent Final Major Project.

- The course aims to equip students with the skills and knowledge base to progress to a year 3 (level 6) 'top up' course, or work in a chosen specialism area. Additionally, the course provides a platform from which students can undertake academic and/or other professional vocational qualifications.

5. Relevant QAA Subject Benchmark Groups

the programme development was informed by the following:-
- Framework for Higher Education (FHEQ) programmes at level 4 and 5
- Foundation Degree Characteristics Statement (2015)
- Subject Benchmark Statement: History (2014)

6. Programme Structure

FdA History, Heritage and Culture

6.1. Full Time Route

YEAR 1 (Year 1 = 120 L4 credits)				
Module Code	Module Title	No. of Credits	Core / Optional	Term/ Semester
TCPH125	What is History?	20	Core	1
TCPH126	The English Crown and its Celtic Neighbours, 871-1327	20	Core	1
TCPH127	An Introduction to the Development of Heritage in Britain	20	Core	1
TRUR1201	The Making of Britain, 1348-1707	20	Core	2
TRUR1199	Heritage Engagement and Cultural Tourism	20	Core	2
TRUR1200	Innovation, Sustainability and Enterprise in Cultural Heritage Today	20	Core	2

YEAR 2 (Year 2 = 120 L5 credits)				
Module Code	Module Title	No. of Credits	Core / Optional	Term/ Semester
TCPH221	Industry and Society in Britain, 1750-1900	20	Core	1
TRUR2194	Management of Cultural Tourism and the Heritage Industry Today	20	Core	1
TRUR2195	Collections and Curatorship: Material Culture and the Heritage Sector	20	Core	1
TCPH222	Final Major Project	20	Core	2
TCPH219	Conflict and Resolution: A History of International Relations in the Wake of War	20	Core	2
TCPH220	Issues and Ethics in the Public Presentation of the Past; Heritage in the Post-Modern	20	Core	2

A Foundation Degree totals 120 L4 and 120 L5 credits.

6.2. Part Time Indicative route/Blended Learning

(Four Years)

YEAR 1 (Year 1 = 60 L4 credits)				
Module Code	**Module Title**	**No. of Credits**	**Core / Optional**	**Term/ Semester**
TCPH125	What is History?	20	Core	1
TCPH126	The English Crown and its Celtic Neighbours, 871-1327	20	Core	1
TRUR1201	The Making of Britain, 1348-1707	20	Core	2
Start placement activity TCPH127				2

YEAR 2 (Year 2 = 60 L4 credits)				
Module Code	**Module Title**	**No. of Credits**	**Core / Optional**	**Term/ Semester**
TCPH127	An Introduction to the Development of Heritage in Britain	20	Core	1
Continuation of placement activity TCPH127				1
TRUR1199	Heritage Engagement and Cultural Tourism	20	Core	2
TRUR1200	Innovation, Sustainability and Enterprise in Cultural Heritage Today	20	Core	2

YEAR 3 (Year 3 = 60 L5 credits)				
Module Code	**Module Title**	**No. of Credits**	**Core / Optional**	**Term/ Semester**
TCPH221	Industry and Society in Britain, 1750-1900	20	Core	1
TRUR2194	Management of Cultural Tourism and the Heritage Industry Today	20	Core	1
TCPH219	Conflict and Resolution: A History of International Relations in the Wake of War	20	Core	2
Start placement activity TRUR2195				2

YEAR 4 (Year 4 = 60 L5 credits)				
Module Code	**Module Title**	**No. of Credits**	**Core / Optional**	**Term/ Semester**
TRUR2195	Collections and Curatorship: Material Culture and the Heritage Sector	20	Core	1
Continuation of placement activity TRUR2195				1
TCPH220	Issues and Ethics in the Public Presentation of the Past; Heritage in the Post-Modern	20	Core	2
TCPH222	Final Major Project	20	Core	2

7. Programme Aims

The Programme intends to:
A1.   Enable students to enter an area of professional employment with a practical understanding of the cultural heritage and history environment.
A2.   Develop knowledge and understanding of historical chronology and the role of heritage in contemporary society through a variety of concepts, theories and practice.
A3.   Promote the development of key intellectual, cognitive, practical and research skills.

8. Programme Intended Learning Outcomes

8.1   Knowledge and understanding

On successful completion learners should have developed:
PILO 1) A command of subject knowledge and the ability to address historical problems in depth.
PILO 2) An understanding of the varied methodology used in constructing, and interpreting the past; and, where relevant, a knowledge of different types of historical question, concepts and theories.
PILO 3) A command of comparative perspectives, which may include the ability to compare the histories of different countries, societies, or cultures.
PILO 4) An awareness of continuity and change over extended time spans.

8.2   Cognitive and intellectual skills

On successful completion learners should be able to:
PILO 5) Design, research, and present sustained historical arguments in a variety of literary forms.
PILO 6) Appreciate the complexity of reconstructing the past, and, where relevant, the ethical dimensions of historical study.
PILO 7) Interrogate, read, analyse and reflect critically and contextually upon contemporary texts and other primary sources.
PILO 8) Interrogate, read, analyse and reflect critically and contextually upon secondary evidence, including historical writings and the interpretations of historians.

8.3   Key and transferable skills

On successful completion learners should have developed the ability to:
PILO 9) Gather, organise and deploy evidence and data and information, and a familiarity with the appropriate means of identifying, finding, retrieving, sorting and exchanging information.
PILO 10) Analyse, consider and solve problems, including complex problems to which there is no single solution.

8.4   Employment related skills

On successful completion learners should have developed:
PILO 11) An ability to solve complex problems using critical thinking, their own initiative, and analysis and evaluation of diverse, partial or ambiguous data.
PILO 12) An ability to express themselves clearly through excellent oral and written communication skills.
PILO 13) A capacity to understand diverse human contexts, cultures and motivations.

On successful completion learners should be able to:
PILO 14) Work collaboratively and to participate in group discussion and to have respect for others' reasoned views.
PILO 15) Apply specialist skills which are necessary for some areas of analysis and understanding, and, where relevant, demonstrate digital literacy.
PILO 16). Demonstrate imaginative insight and creativity.

9. Admissions Criteria, including APCL, APEL and Disability Services arrangements

Entry Requirements for FdA History, Heritage and Culture	
Level 2	All applicants must have GCSE (or equivalent) Maths and English at Grade 4/C or above.
Level 3: at least one of the following: - AS/A Levels - Advanced Level Diploma - BTEC National Certificate/Diploma - VDA: AGNVQ, AVCE, AVS - Access to HE or Year 0 provision - International Baccalaureate - Irish/Scottish Highers/Advanced Highers	48 UCAS points from relevant Level 3 qualification. Achievement of an Access to HE Diploma
Work Experience	Considered on an individual basis through an interview process.
Other HE qualifications / non-standard awards or experiences	Considered on an individual basis through an interview process.
APEL / APCL possibilities	APEL/APCL will be considered as per University of Plymouth Regulations
Interview / Portfolio requirements	All students will be interviewed
Independent Safeguarding Agency (ISA) / Disclosure and Barring Service (DBS) clearance required	Students are expected to purchase a current DBS, if required for placement.

Apply online at www.ucas.com. For further information on the admissions process contact heEnquiry@truro-penwith.ac.uk or 01872 267061.

10. Progression criteria for Final and Intermediate Awards

Students who successfully achieve the FdA History, Heritage and Culture programme may progress to Year Three, Level 6 of the BA (Hons) History programme at the University of Plymouth.

Other institutions may also offer appropriate third year choices and students are encouraged to discuss other options with their Personal Tutor. Applications for progression will be subject to availability and must be submitted by the given deadline.

Upon completion of the FdA, students may be suited to work in a variety of settings and these opportunities include, but are not limited to working in the following sectors:

- Archivist
- Curator
- Researcher
- Education
- Digital design
- Publicity and marketing
- Visitor attraction customer engagement
- Heritage management and sustainability

11. Non Standard Regulations

N/A

12. Transitional Arrangements

The FdA History, Heritage and Archaeology programme will continue to run for 2019/20 with its final cohort. Students will study on the FdA History, Heritage and Culture programme from 2020/21 onwards to allow for appropriate marketing and publicity for the approved programme. There are no plans for transition between the two programmes because of the difference in content. Students studying on the year 1 (2019/20) or Year 2 (2020/21) of the FdA History, Heritage and Archaeology will be the last cohort studying this Award at Truro College and if re-sit or repeat modules are required in 2019/20 they will be shared with students on FdA HHC (for some modules) or by tutorial (for modules that are not retained in the new programme). In 2022-23 it will be possible to complete the optional Professional Project 40 credit module through Year 2 of the FdSc Archaeology programme, and the same core modules (TCPH221, TCPH219, TCPH220) through Year 2 of the FdA History, Heritage and Culture programme. Provision for the exceptional delivery of the removed TCPH218 module for a further year will be arranged by Truro College and need to be recognised and awarded by the University of Plymouth under such circumstances.

Appendix A: Programme Specification Mapping

Core Modules	Programme Intended Learning Outcomes contributed to (for more information see Section 8)																Compensation Y/N	Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical
	Knowledge & understanding				Cognitive & intellectual skills				Key & transferable skills		Employment related skills			Practical skills				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		
Level 4 TCPH125 What is History?	✓	✓	✓		✓	✓		✓	✓	✓	✓				✓		Y	C1 – 100%
TCPH126 The English Crown and its Celtic Neighbours, 871-1327	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Y	C1 – 80% P1 – 20%
TCPH127 An Introduction to the Development of Heritage in Britain	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	Y	C1 – 40% P1 – 60%
TRUR1201 The Making of Britain, 1348-1707	✓	✓		✓	✓		✓	✓	✓	✓	✓		✓		✓		Y	C1 – 50% E1 – 50%
TRUR1199 Heritage Engagement and Cultural Tourism	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	Y	C1 – 100%
TRUR1200 Innovation, Sustainability and Enterprise in Cultural Heritage Today	✓	✓			✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	Y	C1 – 100%
Level 4 LOs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		

Core Modules		Award Learning Outcomes contributed to Intended Learning Outcomes contributed to (for more information see Section 8)																Compensation Y/N	Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical
		Knowledge & understanding				Cognitive & intellectual skills				Key & transferable skills		Employment related skills			Practical skills				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		
Level 5	TCPH221 Industry and Society in Britain, 1750-1900	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Y	C1 – 100%
	TRUR2194 Management of Cultural Tourism and the Heritage Industry Today	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	Y	C1 – 80% P1 – 20%
	TRUR2195 Collections and Curatorship: Material Culture and the Heritage Sector	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Y	C1 – 40% P1 – 60%
	TCPH219 Conflict Resolution: A History of International Relations in the Wake of War	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Y	C1 – 100%
	TCPH220 Issues and Ethics in the Public Presentation of the Past; Heritage in the Post-Modern	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		Y	C1 – 50% E1 – 50%
	TCPH222 Final Major Project	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	Y	C1 – 100%
Level 5 LOs		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Confirmed Award LOs		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		

Appendix B: Summary of History Benchmark Statement 2014
– Graduates from the FdA History, Heritage and Culture will be Working Towards the Benchmark Statements

Knowledge and Understanding	8.1.1. Command of a substantial body of historical knowledge. 8.1.12. The ability to address historical problems in depth, involving the use of contemporary sources and advanced secondary literature (see paragraphs 4.4 and 6.15).	8.1.6. An understanding of the varieties of approaches to understanding, constructing, and interpreting the past; and, where relevant, a knowledge of concepts and theories derived from the humanities and social sciences (see paragraphs 2.4 and 4.6). 8.1.10. An understanding of the development of history as a subject and the awareness of different types of historical question and historical methodology (see paragraph 4.6).	8.1.8. A command of comparative perspectives, which may include the ability to compare the histories of different countries, societies, or cultures (see paragraph 4.3).	8.1.9. An awareness of continuity and change over extended time spans (see paragraph 4.2).
Cognitive and intellectual skills	8.1.2. The ability to develop and sustain historical arguments in a variety of literary forms, formulating appropriate questions and utilising evidence (see paragraph 3.1). 8.1.11. An ability to design, research, and present a sustained and independently conceived piece of historical writing	8.1.5. An appreciation of the complexity of reconstructing the past, and the problematic and varied nature of historical evidence (see paragraph 3.1). 8.1.17. An understanding of the ethical dimensions of historical study, writing and research (see paragraphs 3.3, 4.4, 4.5 and 4.7).	8.1.3. An ability to interrogate, read, analyse and reflect critically and contextually upon contemporary texts and other primary sources, including visual and material sources like paintings, coins, medals, cartoons, photographs and films (see paragraphs 3.1, 4.4 and 6.14).	8.1.4. An ability to interrogate, read, analyse and reflect critically and contextually upon secondary evidence, including historical writings and the interpretations of historians (see paragraphs 3.1 and 4.5).

	(see paragraphs 4.7 and 6.15).		
Key transferrable skills	8.1.7. The ability to gather and deploy evidence and data to find, retrieve, sort and exchange new information (see paragraphs 3.3 and 6.17). 3.3. and 3.4. The ability to gather, organise and deploy evidence, data and information; and familiarity with appropriate means of identifying, finding, retrieving, sorting and exchanging information.	3.3. and 3.4. To demonstrate analytical ability, and the capacity to consider and solve problems, including complex problems to which there is no single solution.	
Employment related skills	3.3. and 3.4. As employees, history graduates may be expected to solve complex problems using critical thinking, their own initiative, and analysis and evaluation of diverse, partial or ambiguous data. The generic skills acquired through the study of history are: self-discipline; self-direction; independence of mind, and initiative; a questioning disposition and the ability to formulate and	3.3. and 3.4. As employees, history graduates may be expected to express themselves clearly through excellent oral and written communication skills. The generic skills acquired through the study of history are: to structure, coherence, clarity and fluency of oral expression; to structure, coherence, clarity and fluency of written expression.	3.3. and 3.4. As employees, history graduates may be expected to demonstrate a capacity to understand diverse human contexts, cultures and motivations. The generic skills acquired through the study of history are: awareness of ethical issues and responsibilities that arise from research into the past and the reuse of the research and writing of	

	pursue clearly defined questions and enquiries.	8.1.13. Clarity, fluency, and coherence in written expression (see paragraphs 3.1, 3.3, 6.6, 6.7, 6.13 and 6.17). 8.1.14. Clarity, fluency, and coherence in oral expression (see paragraphs 3.1, 3.3, 6.5, 6.7 and 6.16).	others; intellectual integrity and maturity.
Practical skills	8.1.15. The ability to work collaboratively and to participate in group discussion (see paragraphs 6.5 and 6.17). 3.3. and 3.4. The ability to work with others, and to have respect for others' reasoned views.	8.1.16. Competence in specialist skills which are necessary for some areas of historical analysis and understanding, as appropriate (see paragraphs 3.2 and 6.17). 3.3. and 3.4. To demonstrate digital literacy.	3.3. and 3.4. To demonstrate imaginative insight and creativity.

LEVEL 4
MODULE RECORDS

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: TCPH127	MODULE TITLE: An Introduction to the Development of Heritage in Britain		
CREDITS: 20	FHEQ LEVEL: 4		JACS CODE: V700
PRE-REQUISITES: None	CO-REQUISITES: None		COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR:
This module studies the Heritage phenomenon through exploring its intellectual and philosophical roots and how historical events and individuals have been presented to the general public. The 20th century can be argued to represent the key period for defining heritage and we aim to examine the concept of heritage and its role, including the intellectual paradigms of modernism and post-modernism.

ELEMENTS OF ASSESSMENT *(Use HESA KIS definitions)*

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	xx%	**C1**	40%	**P1**	60%
E2 (OSCE)	xx%	**C2**	xx%	**P3**	xx% or Pass/Fail
T1 (in-class test)	xx%	**A1**	xx%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked: History
Professional body minimum pass mark requirement: N/A

MODULE AIMS:
- To examine the major theories which has structured the context in which heritage has been pursued since the 17th century
- Trace the relationship between history and archaeology and how these have developed and contributed to heritage
- To consider the social and political influences that have shaped the development of heritage in the C20th
- Assess the extent to which heritage represents a 'democratisation of the past'

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. Identify the main currents of intellectual theory that has structured how heritage has developed
2. Explain the significance of specific examples and the resultant heritage centres in the development of heritage
3. Develop an understanding of heritage interpretation by exploring one heritage industry case study through completion of a work placement
4. Evaluate the contributions made by past writers and thinkers within the context of public access to the past
5. Propose possible reasons or causes for the rise and enduring popularity of heritage

DATE OF APPROVAL: Sept 2010	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: Sept 2010	SCHOOL/PARTNER: Truro & Penwith College
DATE(S) OF APPROVED CHANGE: Dec 2017	TERM: 1

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2022-23	**NATIONAL COST CENTRE:** 139
MODULE LEADER: Marilla Walker	**OTHER MODULE STAFF:** http://www.plymouth.ac.uk/staff/rboden

Summary of Module Content

Background to heritage in Britain
- The Historical context of heritage; rediscovering the past
- British legislation relating to protecting and preserving the past
- The emergence of the museum; institutionalising the past, 1750 – 1900 CE
- Heritage before the C20th – themes and meanings

Making sense of Heritage: theorising heritage in the C20th
- Heritage theory in the modern
- Heritage theory in the post-modern
- Heritage in action; presenting the past
- Heritage and identity
- International heritage – UNESCO
- The National Trust – preservers of the nation's heritage?
- Theme-park Britain

SUMMARY OF TEACHING AND LEARNING *(Use HESA KIS definitions)*
(This summary is indicative of what may be taught)

Scheduled Activities	Hours	Comments/Additional Information
Lecture	30	
Seminar	15	
Tutorial	5	
Project Supervision	10	
Work Based Learning	30	Work placement
Guided Independent Study	110	
Total	**200**	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category (mode of assessment)	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C1	Essay	100%	ALOs 1, 4, Research essay on the intellectual foundation underpinning heritage and the development of the heritage industry
Practice	P1	Presentation	100%	ALOs 2, 3, 5 Reflective findings from work placement (survey activity – possibly carried out virtually this year) within the heritage sector

Updated by: M Walker **Date:** September 2021	**Approved by**: F Thomas-Kamali **Date**: September 2021

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: TCPH125		MODULE TITLE: What is History?	
CREDITS: 20	FHEQ Level: 4		JACS CODE: V300
PRE-REQUISITES: N/A	CO-REQUISITES: N/A		COMPENSATABLE: Yes
SHORT MODULE DESCRIPTOR: *(max 425 characters)* What is History? – provides an overview of how the discipline of history operates, and looks at some of the key skills associated with the subject.			

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (formally scheduled)	%	C1	100%	P1	
E2 (OSCE)	%	C2	%	P3	
T1 (in-class test)	%	A1	%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked: History
Professional body minimum pass mark requirement: N/A

MODULE AIMS:
(1) To provide an introductory understanding of the nature, aims and methods of history.
(2) To enable history students to locate efficiently appropriate sources dealing with their subject specialisation.
(3) To introduce students to various learning and study techniques.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:

1. Understand history as a discipline: how professional historians work, how the subject develops through the clash of ideas, and what constitutes good historical writing.
2. Review the effectiveness of their own approach of a range of important tasks, for example note taking, essay planning and the presentation of footnotes/bibliographies.
3. Appreciate the variety of sources available to the historian and apply research skills to and be able to critically assess primary source materials.
4. Students will also develop transferable skills, for example organisational: setting and meeting individual time management goals and keeping to schedule

The module is designed to address academic and key skills for PDP, including 1) essay writing, bibliographical and referencing skills 2) Library use and research skills 3) Quantitative methods in History 4) Careers for historians. Further, the module also aims to encourage the development of academic and general key skills through enhancing oral communication skills; developing the effectiveness of students in group situations; assisting students to think quickly on their feet; developing IT skills through the use of relevant e-learning resources.

DATE OF APPROVAL:	Sep 2014	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	Sep 2014	SCHOOL/PARTNER:	Truro & Penwith College
DATE(S) OF APPROVED CHANGE:		TERM:	1

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. <u>Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students.</u> Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2022-23	NATIONAL COST CENTRE: 139
MODULE LEADER: Stuart Falconer	OTHER MODULE STAFF: Marilla Walker

SUMMARY of MODULE CONTENT
The 'What is History' component will explore definitions of the subjects; the major methods by which professional historians operate; uses of historical writing; historical controversy; historiography; and the distinguishing features of top-quality historical writing. Students will also be introduced to a variety of study skills.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	Hours	Comments/Additional Information
Lecture	20	
Seminar	20	
Tutorial	10	
Practical Classes & Workshops	10	
Guided Independent Study	140	
Total	**200**	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Set exercise	50%	Task set on referencing and review of literature (ALOs 2, 3, 4)
		Written assignment	50%	Essay work on historiography and methods of history (ALOs 1, 2, 4)
			Total = 100%	

Updated by: Marilla Walker	Approved by: Flora Thomas-Kamali
Date: September 2021	Date: September 2021

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: TCPH126	MODULE TITLE: The English Crown and its Celtic Neighbours, 871-1327		
CREDITS: 20	FHEQ LEVEL: 4		JACS CODE: V210
PRE-REQUISITES: None	CO-REQUISITES: None		COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module is aimed to give a foundation to studying the history of England and is designed to encourage students to critically reflect on their progress as an historian and how this relates to employment opportunities. Seminars will introduce a range of documents and the experience of participating in an exhibition can be gained, alongside the opportunity of presenting findings of research to potential employers.

ELEMENTS OF ASSESSMENT *(Use HESA KIS definitions)*

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	xx%	**C1**	80%	**P1**	20%
E2 (OSCE)	xx%	**C2**	xx%	**P3**	xx% or Pass/Fail
T1 (in-class test)	xx%	**A1**	xx%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked: History

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
- To examine how change over time takes place
- To contrast change in England compared with its Celtic Neighbours
- To develop the students' appreciation of the range and variety of documentary evidence used by historians and the models required to interpret it
- To introduce students to a range of methodological skills and techniques
- To give students a foundation in recording, analysis and presentation of historical research in different mediums for different audiences (see vocational modules)

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. Construct a coherent account of the characteristic development of English society and government compared with its Celtic Neighbours
2. Analyse, evaluate and apply selected sources in an historical investigation
3. Use computers for word-processing, illustration and presentation in a predictable and standard format
4. Make effective and appropriate forms of visual presentation (graphics, photographs)

DATE OF APPROVAL: June 2003	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: Sept 2015	SCHOOL/PARTNER: Truro & Penwith College
DATE(S) OF APPROVED CHANGE: Sept 2015	TERM: 1

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2022-23	**NATIONAL COST CENTRE:** 139
MODULE LEADER: Sally Herriett	**OTHER MODULE STAFF:** Stuart Falconer/Marilla Walker http://www.plymouth.ac.uk/staff/rboden

Summary of Module Content

Political, Economic and Cultural developments throughout the period will be studied with particular attention upon the English Crown's relationship with its Celtic Neighbours, 871-1327. The following elements will also strengthen components of personal development planning:

- Production of a Professional Poster and experience of participating in an exhibition

- A Live Brief – the process of historical research and presenting findings to potential employers

And both aspects will enable students to begin to plan for a career.

SUMMARY OF TEACHING AND LEARNING *(Use HESA KIS definitions)*
(This summary is indicative of what may be taught)

Scheduled Activities	Hours	Comments/Additional Information
Lecture	15	
Seminar	15	
Tutorial	5	
Practical Classes & Workshops	10	
External Visits	5	
Guided Independent Study	150	
Total	**200**	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category (mode of assessment)	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C1	Presentation Report Set exercise	25% 75% TOTAL = 100%	Assignment 1: Live Brief presentation report (ALOs 1, 2) Assignment 2: Exhibition work – professional poster (ALOs 1 – 4)
Practice	P1	Presentation	100%	Assignment 1: Live Brief presentation of report (ALOs 2, 3, 4)

Updated by: Marilla Walker	**Approved by**: Flora Thomas-Kamali
Date: September 2021	**Date**: September 2021

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: TRUR1201	MODULE TITLE: The Making of Britain, 1348-1707		
CREDITS: 20	FHEQ LEVEL: 4		HECoS CODE: 100758 British History
PRE-REQUISITES: None	CO-REQUISITES: None		COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module continues to consolidate understanding of the history of Britain, and the skills required for the study of history. It is focused on concepts of continuity and change. The lectures are supported by seminars in which students are introduced to the range of documents used as evidence, and the skills required, and by practical workshops in which they are introduced to a variety of investigative techniques.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see *Definitions of Elements and Components of Assessment*

E1 (Examination)	50%	C1 (Coursework)	50%		

SUBJECT ASSESSMENT PANEL to which module should be linked: History
Professional body minimum pass mark requirement: N/A

MODULE AIMS:
- To introduce students to the variety of historical perspectives related to development over time
- To examine how change takes place
- To analyse the process of change in order to identify causes
- To develop the students' appreciation of the range and variety of documentary evidence used by historians and the models required to interpret it
- To introduce students to a range of methodological skills and techniques

ASSESSED LEARNING OUTCOMES: (Please refer to the Programme Specification for relevant award/ programme Learning Outcomes)

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Construct a coherent account of the characteristic development of British society and government	PILO1, PILO5, PILO13
2. Evaluate given interpretations of the past based on difference temporal and spatial perspectives	PILO2, PILO8, PILO15
3. Analyse, evaluate and apply selected documentary sources to a given problem	PILO4, PILO9, PILO11
4. Understand the range and role of sources of evidence in an historical investigation	PILO7, PILO10

DATE OF APPROVAL: May-19	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: Sep-19	SCHOOL/PARTNER: Truro and Penwith College
DATE(S) OF APPROVED CHANGE:	SEMESTER: Semester 2

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. <u>Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students.</u> Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2022-23	NATIONAL COST CENTRE: 139
MODULE LEADER: Stuart Falconer	OTHER MODULE STAFF: Marilla Walker http://www.plymouth.ac.uk/staff/rboden

Summary of Module Content
- Political, Economic and Cultural developments throughout the period will be studied
- The concepts of change and continuity, and causation will be considered
- Particular attention will be given to the following potential turning points:
- The Black Death
- The Reformation
- The Civil War
- The Glorious Revolution
- 1707 Act of Union

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	30	15 hours exploring significant events and their impact on society and government through lectures 15 hours exploring key schools of thought and different historical interpretations through activities, with one formative assessment on how historians have assessed the character and contributions of Oliver Cromwell
Seminars and workshops	15	One 3 hour workshop at the Courtney Library handling original Civil War Propaganda Pamphlets 9 hours of primary source skills practise, with one formative assessment on the Black Death 3 hours focusing on of examination technique
Guided Study	155	Directed exercises and reading on Moodle
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	1 Essay from a choice of 6 titles MLO 1 and 2	100%
Written Exam	2 hour written examination MLO 3 and 4	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Like for like (completion of a new/different Essay MLO1 and 2 from a choice of questions)	100%
Coursework (in lieu of the original exam assessment)	Completion of a **compensatory Source Exercise MLO 3 and 4** (questions set on a collection of primary sources)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: M Walker **Date:** September 2021	**Approved by**: F Thomas-Kamali **Date:** September 2021

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: TRUR1199		MODULE TITLE: Heritage Engagement and Cultural Tourism	
CREDITS: 20	FHEQ LEVEL: 4		HECoS CODE: 100805 Heritage Studies
PRE-REQUISITES: None	CO-REQUISITES: None		COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module studies the work of organisations providing heritage and cultural tourism services in the public, private and voluntary sectors, with specific focus on Cornwall and its varied audiences. Theoretical debates considering the relationship between communities and heritage, and whether heritage can be an agent of social and communal activity resulting in positive regeneration, will also be explored.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see *Definitions of Elements and Components of Assessment*

C1 (Coursework)	100%				

SUBJECT ASSESSMENT PANEL to which module should be linked: History

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
- To develop a critical understanding of the diverse nature of the cultural tourism industry within Cornwall
- To understand and explore engagement between communities and heritage
- To assess the work of heritage tourism organisations and providers within Cornwall to investigate how the past is conceived and how it is made accessible to the public
- To consider a range of theoretical perspectives to evaluate the contribution of heritage to the broader tourism industry and the regeneration of communities

ASSESSED LEARNING OUTCOMES: (Please refer to the Programme Specification for relevant award/ programme Learning Outcomes)

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Evaluate the wide-ranging activity of Cornwall's cultural tourism industry	**PILO5, PILO9, PILO10, PILO15**
2. Develop an understanding of the various issues involved in the pursuit of 'public heritage' and 'community engagement'	**PILO1, PILO12, PILO14**
3. Explain the relationship between Cornwall's heritage tourism sector and its audiences, considering physical, intellectual and cultural accessibility	**PILO3, PILO6, PILO11**

4. Demonstrate a critical awareness of the various theoretical debates surrounding Culture and Arts provision and contribution to the regeneration of communities	**PILO2, PILO8, PILO13, PILO16**

DATE OF APPROVAL: May-19	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: Sep-19	**SCHOOL/PARTNER:** Truro and Penwith College
DATE(S) OF APPROVED CHANGE:	**SEMESTER:** Semester 2

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2022-23	NATIONAL COST CENTRE: 139
MODULE LEADER: Sally Herriett	OTHER MODULE STAFF: Stuart Falconer/Marilla Walkerhttp://www.plymouth.ac.uk/staff/rboden

Summary of Module Content
- The diverse nature of the cultural tourism industry
- Engagement between communities and heritage

Consideration of:
- Public Heritage and the role of 'sense of place'
- Audiences and access - physical, intellectual and cultural accessibility
- Culture and Arts in the community: Provision and Events
- The cultural tourism industry in Cornwall

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	7.5	Exploration of key themes of module (as discussed in module descriptor)
Seminars and workshops	35	10 hours of student led seminars (summative assessment) 10 hours of student led seminars (formative assessment) 6 hours of guest speakers One 3 hour workshop on how to write reports and exploration of example reports from the heritage sector 6 hours of exploration into different heritage/arts projects (with one summative assessment) using computers
Educational visit	2.5	Off-site workshop at the Heartlands Trust
Guided Study	155	Directed exercises and reading on Moodle
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Live brief - Project Feasibility Report MLO 1 and 3 Seminar write up MLO 2 and 4	50% 50% 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Like for like (completion of a new/different Report MLO1 and 3 and new/different Seminar Write Up MLO 2 and 4)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: M Walker	**Approved by**: F Thomas-Kamali

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: TRUR1200	**MODULE TITLE: Innovation, Sustainability and Enterprise in Cultural Heritage Today**	
CREDITS: 20	**FHEQ LEVEL:** 4	**HECoS CODE:** 100807 Heritage Management
PRE-REQUISITES: None	**CO-REQUISITES:** None	**COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module studies the theories of sustainability, conservation and heritage. Within the post-modern world, the heritage sector has found itself under threat, but it has responded by exploring new enterprising opportunities relating to technological innovation. In this landscape, there is the need for heritage organisations to become ever more entrepreneurial to increase their resilience to today's changing environment.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*

C1 (Coursework)	100%				

SUBJECT ASSESSMENT PANEL to which module should be linked: History
Professional body minimum pass mark requirement: N/A

MODULE AIMS:
- To develop a critical awareness of a range of theoretical perspectives on the future needs of heritage
- To understand and investigate innovative ways in which the past is represented in the post-modern world
- To assess how the balance between traditional preservation and conservation approaches has led to exploration of new sustainable solutions within the wider context of environmental sustainability
- To evaluate heritage as a catalyst for sustainable regeneration and the use of entrepreneurial methods to increase their resilience within the changing social and political landscape and environment

ASSESSED LEARNING OUTCOMES: (Please refer to the Programme Specification for relevant award/ programme Learning Outcomes)

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Demonstrate a critical awareness of the various theoretical debates surrounding 'heritage in danger and heritage saved' in the post-modern world	**PILO1, PILO6, PILO8**
	PILO9, PILO14, PILO16

2. Evaluate the new emerging technologies, digitisation, and the concept of the virtual museum	**PILO2, PILO11, PILO13**
3. Explain the relationship between new sustainable solutions and the broader context of environmental sustainability	
4. Develop an understanding of The Idea Generation - exploring heritage as enterprise, heritage projects and digital start-ups	**PILO5, PILO10, PILO15**

DATE OF APPROVAL: May-19	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: Sep-19	**SCHOOL/PARTNER:** Truro and Penwith College
DATE(S) OF APPROVED CHANGE:	**SEMESTER:** Semester 2

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2022-23	NATIONAL COST CENTRE: 139
MODULE LEADER: Stuart Falconer	OTHER MODULE STAFF: Marilla Walker http://www.plymouth.ac.uk/staff/rboden

Summary of Module Content
- Heritage as a catalyst for sustainable development for future generations
- Innovative ways in which the past is represented in the post-modern world

Consideration of:
- Heritage in danger and heritage saved
- The virtual museum
- New technologies and digitisation
- The Idea Generation - Heritage as a business, heritage projects and digital start-ups

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	14	Exploration of key themes of module (as discussed in module descriptor)
Seminars and workshops	25	4 hours of ICT tasks and research into virtual museums and heritage businesses 6 hours of ICT tasks and research into case studies with one formative and summative assessment 6 hours of structured ICT research for project with one formative and summative assessment 9 hours of guest lecturers on new technologies, heritage as a business and digital start ups
Guided Study	155	Directed exercises and reading on Moodle
Educational visits	6	Off-site workshop on new technologies (for example at the Hall For Cornwall exploring their AI installations) Off-site workshop on digitisation at the Porthcurno Telegraph Museum
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Research project MLO 2 and 4	50%
	Case study MLO 1 and 3	50%
		100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Like for like (completion of a new/different Research Project MLO 2 AND 4 and a new/different Case Study MLO 1and 3)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: M Walker	**Approved by**: M Walker
Date: September 2021	**Date:** September 2021

LEVEL 5
MODULE RECORDS

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: TCPH219	MODULE TITLE: Conflict Resolution: A History of International Relations in the Wake of War	
CREDITS: 20	FHEQ LEVEL: 5	JACS CODE: V210
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module will examine international diplomacy from 1648 to 1995 with a focus upon peace agreements and will assess how successful such treaties were at avoiding repeat conflicts. The course will proceed by means of comparative case studies with the bulk of attention upon the C20th when the avoidance of further conflict was an avowed aim of peace treaties. Earlier agreements such as Westphalia (1648) and Vienna (1815) will provide comparisons with the efforts of Versailles, Yalta/Potsdam and Dayton (1995).

ELEMENTS OF ASSESSMENT *(Use HESA KIS definitions)*

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	xx%	**C1**	100%	**P1**	xx% or Pass/Fail
E2 (OSCE)	xx%	**C2**	xx%	**P3**	xx% or Pass/Fail
T1 (in-class test)	xx%	**A1**	xx%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked: History
Professional body minimum pass mark requirement: N/A

MODULE AIMS:
- Introduce students to the concept of conflict resolution as an academic discipline in a historical context
- Provide a broad historical perspective for the development of the concept of conflict resolution
- Examine the aims and objectives of peacemakers at various points in history and assess the extent to which change has occurred
- Consider the reasons for changes in the avowed aims of peace agreements and the extent to which conflict resolution is a valid long-term ambition of such treaties

ASSESSED LEARNING OUTCOMES: (additional guidance below)

At the end of the module the learner will be expected to be able to:
1. Understand the concept of conflict resolution in modern academic sense
2. Appreciate the processes that have led to such a development
3. Trace the historical development of peace agreements through the study of particular examples
4. Evaluate the increasingly international nature of conflict resolution
5. Assess the extent to which the development of modern conflict resolution is a product of social, economic and political change

Key/transferable skills; Practical skills - see SEEC level descriptors

DATE OF APPROVAL: Sept 2010	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: Sept 2010	**SCHOOL/PARTNER:** Truro & Penwith College

DATE(S) OF APPROVED CHANGE: Sept 2010	TERM: 2

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2022-23	NATIONAL COST CENTRE: 139
MODULE LEADER: Euan Beattie	OTHER MODULE STAFF: Marilla Walker http://www.plymouth.ac.uk/staff/rboden

Summary of Module Content
- The concept of conflict resolution as an academic discipline in a historical context.
- The broad historical perspective for the development of the concept of conflict resolution.
- The aims and objectives of peacemakers at various points in history and an assessment of the extent to which change has occurred.
- The reasons for changes in the avowed aims of peace agreements and the extent to which conflict resolution is a valid long-term ambition of such treaties.

SUMMARY OF TEACHING AND LEARNING *(Use HESA KIS definitions)*
(This summary is indicative of what may be taught)

Scheduled Activities	Hours	Comments/Additional Information
Lecture	30	
Seminar	15	
Tutorial	5	
Guided Independent Study	150	
Total	**200**	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category (mode of assessment)	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C1	Presentation briefing write up Essay	40% 60% Total = 100%	ALOs 1 – 3 ALOs 1, 3, 4, 5

Updated by: Marilla Walker Date: September 2022	Approved by: Flora Thomas-Kamali Date: September 2022

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: TCPH220	MODULE TITLE: Issues and Ethics in the Public Presentation of the Past; Heritage in the Post-Modern		
CREDITS: 20	FHEQ LEVEL: 5		JACS CODE: V700
PRE-REQUISITES: None	CO-REQUISITES: None		COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module focuses on heritage as a political tool through which the past can be manipulated to serve particular interests. It will examine how heritage can be politicised, the link between heritage and the modern nation state and the creation of 'heritage' to foster a sense of continuity with a 'mythical' past. Attempts to hijack History for grand political events such as those in Israel/Palestine and Northern Ireland will be investigated, as will the ways in which the media portrays the past with case studies of film and television.

ELEMENTS OF ASSESSMENT *(Use HESA KIS definitions)*

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	50%	**C1**	50%	**P1**	xx% or Pass/Fail
E2 (OSCE)	xx%	**C2**	xx%	**P3**	xx% or Pass/Fail
T1 (in-class test)	xx%	**A1**	xx%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked: History
Professional body minimum pass mark requirement: N/A

MODULE AIMS:
- Introduce some of the key political and ethical issues in the presentation of the past
- Provide opportunities to examine and evaluate how and why heritage is so susceptible to political agenda
- Explore the role of heritage as an integral component of nation building
- Consider the role of the media in creating or perpetuating historical myths
- Provide case studies for students to deconstruct in terms of both our contemporary and multi-cultural society

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. Explain the ethical issues inherent in any presentation of the past
2. Deconstruct modern heritage presentations
3. Identify possible underlying political, economic and social agendas
4. Critically assess and evaluate the impact of political, economic, religious and social perspectives on presenting the past as heritage

Key/transferable skills; Practical skills - see SEEC level descriptors

DATE OF APPROVAL: Sept 2010	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: Sept 2010	**SCHOOL/PARTNER:** Truro & Penwith College
DATE(S) OF APPROVED CHANGE: Sept 2010	**TERM:** Spring/Summer

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2022-23	NATIONAL COST CENTRE: 139
MODULE LEADER: Marilla Walker	OTHER MODULE STAFF: http://www.plymouth.ac.uk/staff/rboden

Summary of Module Content
Heritage as a political tool in the making/unmaking and revision of the past
- The idea of 'heritage' as a national past – the Marxist view
- Pre-industrial notions of a shared past
- Nationalism, archaeology and historical heritage; the making and breaking of the modern nation state
- The restitution of cultural heritages; Australian aboriginal remains, the Elgin marbles
- The hollywoodisation of history
- Serious history? Does public service television give it to us straight?
- Conclusion; issues confronting presenting the past

SUMMARY OF TEACHING AND LEARNING *(Use HESA KIS definitions)*
(This summary is indicative of what may be taught)

Scheduled Activities	Hours	Comments/Additional Information
Lecture	30	
Seminar	15	
Tutorial	5	
Project Supervision	10	
Guided Independent Study	140	
Total	**200**	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category *(mode of assessment)*	Element	Component Name	Component weighting	Comments *Include links to learning objectives*
Written exam	E1	Written exam	100%	Evaluate the extent of historical knowledge represented in source material (ALOs 1 – 4)
Coursework	C1	Case study	100%	Critically and comprehensively demonstrate a sound grasp of the ethical issues embedded in presenting any past in the present (ALOs 1-4)

Updated by: Marilla Walker Date: September 2022	Approved by: Flora Thomas-Kamali Date: September 2022

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: TCPH221	MODULE TITLE: Industry and Society in Britain 1750 - 1900		
CREDITS: 20	FHEQ LEVEL: 5		JACS CODE: V210
PRE-REQUISITES: None	CO-REQUISITES: None		COMPENSATABLE: Y
SHORT MODULE DESCRIPTOR: *(max 425 characters)* This module examines the impact of industrialisation upon the British society and economy. The historiographical debates that surround the 'Industrial Revolution' will be addressed and engaged.			

ELEMENTS OF ASSESSMENT *(Use HESA KIS definitions)*

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	xx%	**C1**	100%	**P1**	xx% or Pass/Fail
E2 (OSCE)	xx%	**C2**	xx%	**P3**	xx% or Pass/Fail
T1 (in-class test)	xx%	**A1**	xx%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked: History
Professional body minimum pass mark requirement: N/A

MODULE AIMS:
- To introduce students to the concept of industrialisation as a pivotal passage in history.   - To encourage students to critically evaluate historiographical debates surrounding industrialisation.   - To enable students to identify key processes of change in the context of C19th society.   - To explore the variety of evidence through an examination of historical documentary material.

ASSESSED LEARNING OUTCOMES: (additional guidance below)   At the end of the module the learner will be expected to be able to: 1. Evaluate historiological theories concerning the impact of industrialisation in Britain.   2. Explain the role of industrialisation as a force for change in the C19th.   3. Understand the relationship between economy and society.

DATE OF APPROVAL: Sept 2010	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: Sept 2010	**SCHOOL/PARTNER:** Truro & Penwith College
DATE(S) OF APPROVED CHANGE: Sept 2010	**TERM:** 1

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2022-23	NATIONAL COST CENTRE: 139
MODULE LEADER: MARILLA WALKER	OTHER MODULE STAFF: http://www.plymouth.ac.uk/staff/rboden

Summary of Module Content
- Background: early industrialisation.
- The growth of towns.
- Population movements.
- The Railway as a vehicle of economic change.
- Railways and leisure.
- Social structures – the middle classes.
- Social structures – the working classes.
- The standard of living debates.

SUMMARY OF TEACHING AND LEARNING *(Use HESA KIS definitions)*
(This summary is indicative of what may be taught)

Scheduled Activities	Hours	Comments/Additional Information
Lecture	15	
Seminar	15	
Tutorial	5	
Practical Classes & Workshops	10	
External Visits	5	
Guided Independent Study	150	
Total	**200**	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category (mode of assessment)	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C1	Research Project Set exercise	40% 60% Total = 100%	Research Project (demonstrating change in the economy and society) (AOLs 2&3) Exhibition work – professional poster exploring an area of historiographical debate (ALOs 1 – 3)

Updated by: Marilla Walker Date: September 2022	Approved by: Flora Thomas-Kamali Date: September 2022

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: TCPH222		MODULE TITLE: Final Major Project	
CREDITS: 20	FHEQ LEVEL: 5		JACS CODE: V210
PRE-REQUISITES: None	CO-REQUISITES: None		COMPENSATABLE: Y
SHORT MODULE DESCRIPTOR: *(max 425 characters)*			
This module will require students to apply the historical skills acquitted on the previous modules to address a question of historical significance. Students will choose the topic area and will frame the question in consultation with their lecturer. They will practice research skills and apply analysis.			

ELEMENTS OF ASSESSMENT *(Use HESA KIS definitions)*

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	xx%	**C1**	100%	**P1**	xx% or Pass/Fail
E2 (OSCE)	xx%	**C2**	xx%	**P3**	xx% or Pass/Fail
T1 (in-class test)	xx%	**A1**	xx%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked: History
Professional body minimum pass mark requirement: N/A

MODULE AIMS:
• To provide students with the opportunity to examine topics that are of particular interest to themselves and of historical significance • Frame questions that identify issues for analysis and facilitate critical analysis • Select and practice appropriate research skills • Conduct a major research project under guidance but through self-directed study

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to: 1. Demonstrate an ability to select topics suitable for investigation 2. Conduct research, selecting appropriate methods and resources 3. Apply analysis to the question and form considered judgements 4. Complete a substantial written project Key/transferable skills; Practical skills - see SEEC level descriptors

DATE OF APPROVAL: Sept 2010	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: Sept 2010	SCHOOL/PARTNER: Truro & Penwith College
DATE(S) OF APPROVED CHANGE: Sept 2010	TERM: 2

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2022-23	**NATIONAL COST CENTRE:** 139
MODULE LEADER: Euan Beattie	**OTHER MODULE STAFF:** Marilla Walker http://www.plymouth.ac.uk/staff/rboden

Summary of Module Content
- Topics suitable for research of this nature
- Question-framing
- Research methods: selection
- Conducting research: ways and means
- Approaches to writing research projects

SUMMARY OF TEACHING AND LEARNING *(Use HESA KIS definitions)*
(This summary is indicative of what may be taught)

Scheduled Activities	Hours	Comments/Additional Information
Lecture	15	
Seminar	15	
Tutorial	5	
Project Supervision	25	
Guided Independent Study	140	
Total	**200**	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category (mode of assessment)	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C1	Written assignment Dissertation	20% 80% = 100%	Final Major Project Proposal (ALOs 1, 2) Final Major Project (ALOs 1 – 4)

Updated by: Marilla Walker **Date:** September 2022	**Approved by**: Flora Thomas-Kamali **Date**: September 2022

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: TRUR2194	MODULE TITLE: Management of Cultural Tourism and the Heritage Industry Today		
CREDITS: 20	FHEQ LEVEL: 5	HECoS CODE: 100807 Heritage Management	
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes	

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module examines the current practices and recent developments relating to modern management in the heritage industry of Cornwall. The legal frameworks, operational processes and the tools employed will be contrasted with the theoretical issues underpinning cultural heritage organisations and/or projects. A simulated marketing exercise will demonstrate the modern pressures of funding and sales outlets.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*

E1 (Examination)		C1 (Coursework)	80%	P1 (Practical**)**	20%

SUBJECT ASSESSMENT PANEL to which module should be linked: History
Professional body minimum pass mark requirement: N/A

MODULE AIMS:
- To engage with management practices employed in a range of cultural heritage organisations and/or projects, with particular focus on Cornwall
- To understand the market forces, limitations and restrictions felt within the wider cultural heritage sector today
- To identify and apply key management skills relevant to the administration and marketing of cultural heritage organisations and/or projects in Cornwall
- To consider the theoretical issues surrounding the operation and running of the heritage sector

ASSESSED LEARNING OUTCOMES: (Please refer to the Programme Specification for relevant award/ programme Learning Outcomes)

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Evaluate the current practices and recent developments relating to modern management in the heritage industry of Cornwall	PILO3, PILO4, PILO16
2. Develop an understanding of the financial pressures and the political, legal and institutional frameworks within which heritage is practised	PILO1, PILO9, PILO14
	PILO5, PILO10, PILO11

3. Application of key marketing and publicity methods to a simulated scenario for a Cornish cultural heritage organisation/project 4. Demonstrate a critical awareness of the theoretical issues and context underpinning the management of the heritage sector	**PILO6, PILO8, PILO13**
5. Review the effectiveness of their own approach of a range of important tasks, for example concise writing, writing for an audience and the presentation of footnotes/bibliographies	**PILO2, PILO15**

DATE OF APPROVAL: May-19	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: Sep-20	**SCHOOL/PARTNER:** Truro and Penwith College
DATE(S) OF APPROVED CHANGE:	**SEMESTER:** Semester 1

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2022-23	NATIONAL COST CENTRE: 139
MODULE LEADER: Marilla Walker	OTHER MODULE STAFF: http://www.plymouth.ac.uk/staff/rboden

Summary of Module Content
- The varied management approaches employed in a range of cultural heritage organisations and/or projects in Cornwall
- The market forces and modern pressures felt across the wider cultural heritage sector operating in today's set frameworks

Consideration of:
- The practical and theoretical issues of operational management
- Finance, funding, and sales
- Evaluation of different marketing strategies for the diverse heritage industry in Cornwall
- The multimodal marketing approach to creating a portfolio of an individually designed publicity campaign for a specific scenario and audience

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	12	Exploration of key themes of module (as discussed in module descriptor)
Seminars and workshops	33	6 hours library workshops using Oxford Referencing system (formative assessment) 3 hours use of Primo and library (summative assessment) 12 hours ICT workshops creating a market portfolio 3 hours Mock presentations (formative assessment) 3 hours of 1:1 feedback 6 hours Formal presentation day with Employer Panel
Guided Study	155	Directed exercises and reading on Moodle
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Assignment 1: Article incorporating Oxford referencing MLO 1 and 5 Assignment 2: Live brief - Marketing and Publicity Portfolio MLO 2, 3, 4 and 5	50% 50% 100%
Practical	Assignment 2: Live brief – Presentation on Marketing and Publicity Portfolio MLO 2, 3, 4 and 5	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Like for like (completion of a new/different Article MLO 1 and 5 and a new/different Marketing and Publicity Portfolio MLO 2, 3, 4 and 5)	100%
Coursework (in lieu of the original practical assessment)	Completion of a **Presentation Write Up** on Marketing and Publicity Portfolio MLO 2, 3, 4 and 5	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Marilla Walker **Date**: September 2022	**Approved by**: Flora Thomas-Kamali **Date:** September 2022

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: TRUR2195	MODULE TITLE: Collections and Curatorship: Material Culture and the Heritage Sector	
CREDITS: 20	**FHEQ LEVEL:** 5	**HECoS CODE:** 100918 Museum Studies
PRE-REQUISITES: None	**CO-REQUISITES:** None	**COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module examines the role of museums within the cultural heritage sector. The history of collecting since ancient times will be considered before exploring the development of professional standards for museum curatorship today.   Theoretical debates focusing on representing the past in exhibitions will be discussed. A work placement will also be completed, leading to a critical reflection on a collection/ exhibition.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*

C1 (Coursework)	40%	**P1** (Practical)	60%		

SUBJECT ASSESSMENT PANEL to which module should be linked: History
Professional body minimum pass mark requirement: N/A

MODULE AIMS:
- To understand and explore museums and public display work effectively within a wider cultural heritage setting
- To acquire a sophisticated knowledge of the nature and practice of curatorship in the cultural heritage industry
- To complete a work placement with a suitable heritage related organisation and then reflect critically on the experience
- To consider the theoretical and practical issues surrounding the museums and the planning of exhibitions

ASSESSED LEARNING OUTCOMES: (Please refer to the Programme Specification for relevant award/ programme Learning Outcomes)

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Evaluate the planning and organisation process, and operations required in curating collections	**PILO5,PILO8, PILO10**
2. Develop an understanding of the role of museums within the cultural tourism and heritage sectors	**PILO1, PILO7, PILO13**
3. Demonstrate a critical awareness of the theoretical representation debates and the changing frameworks for exhibiting the past	

4. Reflect upon the use of space, accessibility issues and the practice of curatorship demonstrated in a specific collection/exhibition chosen from the work placement organisation	**PILO2, PILO4, PILO6**
	PILO9, PILO12, PILO15
5. Develop an understanding of representing the past in practice by exploring one heritage related case study through completion of a work placement	**PILO3, PILO11, PILO14, PILO16**

DATE OF APPROVAL: May-19	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: Sep-20	**SCHOOL/PARTNER:** Truro and Penwith College
DATE(S) OF APPROVED CHANGE:	**SEMESTER:** Semester 1

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2022-23	**NATIONAL COST CENTRE:** 139
MODULE LEADER: Marilla Walker	**OTHER MODULE STAFF:** http://www.plymouth.ac.uk/staff/rboden
Summary of Module Content • The role of museums within the wider cultural heritage setting • A work placement opportunity (with a suitable heritage related organisation) exploring the nature and practice of curatorship today Consideration of: • Exhibiting the past - a history of collections • The practical process of curating collections • Presenting heritage in public display work - theoretical debates and changing frameworks • Use of space and accessibility issues in designing museum exhibitions	

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	15	Exploration of key themes of module (as discussed in module descriptor)
Seminars and workshops	21	One 3 hour Guest Lecture on work placements 3 hours of workshop on completion of paperwork for work placement 3 hours of workshop on the Skills Passport 6 hours of workshop using Royal Cornwall Museum Loan Boxes and photography (formative assessment) 6 hours of workshop on writing a critical reflection and presentation using computers
Educational visits	9	Three off-site visits to local heritage/arts centres to explore a range of collections (formative assessment)
Placement	60	work placement and critical reflection presentation on a collection/exhibition
Guided Study	**95**	**Directed exercises and reading on Moodle**
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay from a choice of 6 questions MLO 2 and 3	100%
Practical	Reflective presentation on work placement MLO 1, 4 and 5	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Like for like (completion of a new/different Essay MLO 2 and 3 from a choice of questions)	100%
Coursework (in lieu of the original practical assessment)	Completion of a **compensatory Reflective Write Up** MLO 1, 4 and 5 on a collection/exhibition	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Marilla Walker **Date:** September 2022	**Approved by**: Flora Thomas-Kamali **Date:** September 2022