Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	MANAGING HERITAGE: ENGAGEMENT AND EDUCATION
Unit ID:	BAHIS2007
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(BAHIS2004 and BAHIS3004 and BAHIS3007)
ASCED:	090305

Description of the Unit:

This unit will teach students critical skills in education, community engagement and interpretation of historical sites and the heritage sector. It explores regional perspectives on local history and engagement with the public as practiced by heritage organizations, including events, media representations, museums, and theatre events. The unit will explore the economic and cultural significance of heritage and its relationship to tourism and regional development. Students will discuss and explore issues involved in the management of historic sites and cultural perspectives of intangible and community heritage. This unit provides opportunities for students to be introduced to and engaged in public history, community history and history education. The unit will also examine the importance of skills in curation and interpretation and their resonance with community resilience and real-world application. Industry and community partnerships will be of critical importance in the course assessment and content.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Does Recognition of Prior Learning apply to this Unit?   No

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

CourseLevel:

Level of Unit in Course	AQF Level of Course					
	5	**6**	**7**	**8**	**9**	**10**
Introductory						
Intermediate			✔			
Advanced						

Learning Outcomes:

Knowledge:

K1. Examine key theories and issues in representing public and community history.

K2. Recognize and understand the principles of public history and heritage.

K3. Explain the principles of historical interpretation.

K4. Explore ethics and diverse perspectives in public history.

K5. Investigate the importance of intangible heritage and culture in shaping community history.

Skills:

S1. Research, locate and appraise authoritative sources, objects, and sites, both primary and secondary.

S2. Demonstrate skills in historical pedagogy and historical communication and interpretation.

S3. Demonstrate critical and self-reflective understandings of the relationship between community identity, ethics, and public history.

S4. Negotiate the relationship between heritage, tourism and regional development in historic sites and objects.

Application of knowledge and skills:

A1. Analyse connections and tensions between issues, debates, concepts, and perspectives in the presentation of public and community history and heritage.

A2. Utilize and integrate relevant conceptual and theoretical understandings in local history and debates surrounding the role and implications of historical interpretations.

A3. Engage in discussion, debate and critical analysis concerning issues associated with history, heritage and engagement with diverse community groups.

Unit Content:

- Interpreting historical sites and heritage sector
- Regional perspectives on local history and engagement with the public
- The work of heritage organizations, including events, media representations, museums, and theatre events
- Economic and cultural significance of heritage and its relationship to tourism and regional development
- Management issues concerning historic sites and cultural perspectives of intangible and community heritage
- Public history, community history and history education
- Curation and interpretation and their resonance with community resilience and real-world application
- Industry and community partnerships

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to

prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams.	K1, K4, K5, S1, S2, S3, A1, A3	AT1 AT2 AT3
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: • Creating a collegial environment • Showing self -awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative	K1, K2, K4, K5, S2, S4	AT1 AT2 AT3
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving	K1, K3, K4, K5, S2, S3, A1, A2, A3	AT3
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities	K3, K4, S2, A3	AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life.	K2, K2, K3, K5, S2, S3, A1, A2, A3	AT4

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K2, K4, K5, S2, S3, S4, A3	Part 1: Complete Expression of Interest (EOI) application form for a community heritage engagement project after consultation with local heritage sector organization in small groups.	Expression of Interest application	10-20%
K1, K3, S1, S2, S3, A1, A3	Part 2: Audio-visual Presentation Pitch on the project. Document identifying key sources, sites, and objects in small groups.	Video pitch and presentation for E.O.I project.	20-30%
K1, K2, K3, K4, S2, S3, S4, A1, A3	Write a proposal and grant proposal in teams for a potential heritage engagement project in small groups, based on E.O.I and video pitch.	Heritage Engagement and grant Proposal	20-30%
K2, K3, K5, S2, S3, A1, A2, A3	Report format research essay on existing heritage engagement activity or event.	Heritage Report	20-30%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit   No

Date:

Adopted Reference Style:

Other (APA or Chicago)

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)