Concept for a YUFE Minor

Planning of a 30 ECTS minor offer within YUFE

Minor Title	Heritage
Minor Coordinator • Name • Position • Contact information	Luc Van de Poele Head of Education Department, University of Antwerp luc.vandepoele@uantwerpen.be
Responsible YUFE University	☐ Maastricht University ☐ Nicolaus Copernicus University in Torun ☐ University Carlos III of Madrid ☒ University of Antwerp ☐ University of Bremen ☐ University of Cyprus ☐ University of Eastern Finland ☐ University of Essex ☐ University of Rijeka
Participating YUFE Universities	No directly relevant online courses are available in the YUFE catalogue ☐ Maastricht University ☐ Nicolaus Copernicus University in Torun ☐ University Carlos III of Madrid ☐ University of Antwerp ☐ University of Bremen ☐ University of Cyprus ☐ University of Eastern Finland ☐ University of Essex ☐ University of Rijeka Other partners
Planned start date	September 25, 2023
Timing of the offer	☒ Fall semester only ☐ Spring semester only ☐ Double offer (minor is offered in both semesters) ☐ Year-long offer (minor is offered during a whole year) ☐ Other, please elaborate

Maximum number of students	18
Minor Language(s)	English (Dutch)
Admission requirements - Minimum language level - Previous knowledge and skills ...	B1 Englsih
Type of offer	☐ Combined offer (onsite & online) ☐ Online offer (only if combined not possible) ☒ Onsite offer (only during minor test phase)
Brief description of the minor - Content - Fulfilment of YUFE characteristics ...	The minor is built around the concept of 'heritage', which has expanded considerably in the past 20 years: from monuments and landscapes to, among other things, museums, archives and libraries and all the movable heritage that can be found there. But also to intangible heritage - parties, skills and customs - and digital heritage, such as electronic files and the ever-increasing digitization. Heritage is by definition interdisciplinary, whereby the city is an impetus for expansion into the world. In the heritage sector, too, increasing attention is being paid to sustainable development, care and/or digitization of heritage. The minor currently consists largely of master's courses, but these are of an introductory nature. Some of these go quite deep into a specific part of heritage.
Description of the benefits for participants - Possible further studies - Personal development - Labour market opportunities ...	Heritage knows no boundaries, and heritage studies is a booming field: the labor market begs for profiles that can approach heritage in a 21st-century way. Many masters in heritage studies go to work for the government. Non-profit organizations and other NGOs also offer opportunities for heritage work. The business world also has various job opportunities: private engineering firms, construction companies, tourist services, project developers and heritage managers regularly look for heritage specialists. Naturally, the path to the research world and the creation of a PhD is also open.
Intended Learning Outcomes *We strongly recommend to limit the number of ILO's per minor to 4 to 6 maximum and to keep the detailed descriptions for the component ILO's* *Please link the minor ILO's to the overarching categories: content-specific, research skills and transferable skills*	**Research skills** - Students develop fundamental and generic academic skills. These are: - The student formulates actionable research questions, decides on appropriate research methodologies to acquire relevant data to answer the research question(s), reports on the findings, formulates practical implications and gives suggestions for further research - More concretely: For the specific minor the student - Accurately processes scientific knowledge - The student applies appropriate research methods to ana-lyse problems - The student shows academic skills, such as logical reasoning, analytical thinking and argumentation. **Content-specific** - Students acquire domain specific knowledge in their chosen field of interest: this is demonstrated by: - To describe and explain di-ferent theoretical and methodological models for participation in heritage.

	- To be familiar with the main concepts, tools, theories, methods, workflows and critique that define the contemporary field of digital humanities - To recognize, understand, interpret and illustrate urban problems critically from a historical and theoretical angle. - To describe the historical development and contemporary trends of heritage tour-ism - To show an understanding in the principal strategies to protect, develop and promote cultural heritage - To interpret the current attitudes and socio-cultural parameters that often define the design of artefacts - To know the standards, procedures and protocols that are common for the physical management of heritage objects • The content of chosen educational units is used to demonstrate competency in the chosen disciplines. **Transferable skills** - Students acquire transferable competences. This is demonstrated by: • The student is willing to learn new vocabularies to gain a broad understanding of sustainability-related topics. - The student functions in a respectful and appropriate manner in an intercultural context. - The student is open and tolerant towards different beliefs on sustainability-related problems. - The student assesses the implications of his beliefs and actions on the larger community. - The student can formulate and defend his opinion based on the acquired knowledge • S: Knowledge of important theories and concepts for the field as well as being well in-formed about methods of re-search that are appropriate for the relevant disciplines.