Stand Out!
Prepare for your career as a History/Art History graduate. Improve your job prospects. Gain advantage over other graduates

Successful Collaboration

The Award Guide

Contents

The skills you're building in this Award

team work
(engagement, clarity of roles and contributions)

networking

interpersonal and interactional skills

problem solving

successful presentation of ideas

adaptability

assumption of responsibility

coordinating work

ability to manage others

Here's how it works

Choose a project

↓

Attend
3 skills development sessions:
PALS sessions
PDP tutorials
Research seminars
Accelerate workshops

↓

Complete
the project

↓

Write
a reflective report

↓

Receive
the Award
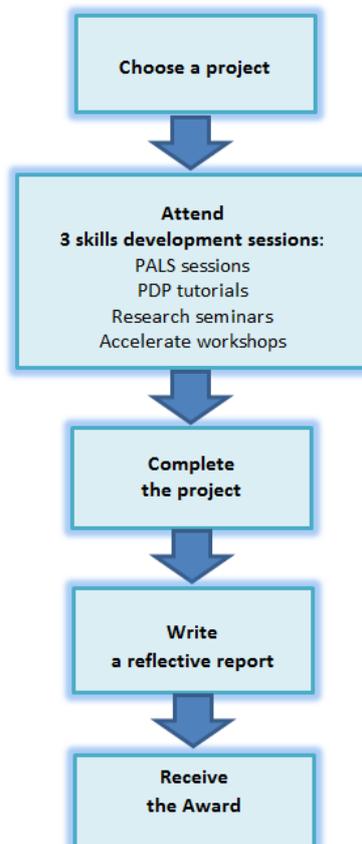
The Successful Collaboration Award Projects:

Choose ONE project from the selection listed below.

Choice of Projects:

PROJECT 1: Creative learning

Working as a team, design an interactive session or a game that explains a chosen concept in History or Art History. Details can be found on p. 3.

PROJECT 2: Reaching out

Working as a team, develop a project that will promote your chosen educational or cultural institution among the History or Art History students. Details can be found on p. 4.

PROJECT 3: Networking

Develop a collaborative project with a student (or students) from a **different programme**. The project will compare the operations of different student societies. Details can be found on p. 5.

PROJECT 1: Creative learning

Rationale:
Some students learn better when ideas are presented in a fun and creative way. Many educators use hands-on teaching methods, board games or Lego to explain complex concepts in a variety of fields. Can interactive games be a form of learning about History and Art History?

Task:
Working with another student (or a group up to 4), design an interactive session or game that explains a chosen concept in history. This could be an entirely new game invented by you or an existing game adapted to the needs of the task (e.g. a board game). Test it in either of the environments: among the students of History/Art History OR outside of History (both can be recruited from Plymouth University students).

Approach:
It's a collaborative project, so it's important that you work as a team (up to 4 members).

Presentation:
You can report on the project in one of the following ways:
1/ submit the product of your work alongside an explanation of how it works (max 500-word report, prepared as a team);
2/ submit the product of your work alongside a video showing how it works (could be recorded when testing the product with other students or acted by your team);
3/ submit the product of your work and demonstrate how it works in a meeting with your personal tutor or LD coordinator.
All of the above should be submitted to your personal tutor or LD coordinator, either electronically or in print.

Have you ever wondered whether fun teaching methods could be applied to serious problems in history? Have you had an effective interactive learning experience in the past and would like to share it? Are you hoping to become a teacher and would like to explore some of your ideas?

This project is a great opportunity to test your creativity and have fun working as a team.

PROJECT 2: Reaching out

Rationale:
Often more can be achieved through collaboration than through competition. Developing the ability to comfortably work with people with different backgrounds helps to cultivate professional confidence and a global mindset.

Task:
Working as a team (up to 4 students), develop a project that will promote your chosen educational or cultural institution (e.g., a museum, an archive, a gallery, a trust, a library, a charity, etc.) among the History or Art History students.

Approach:
Select an organisation based in or around Plymouth and develop an idea for a collaboration between this organisation and our students. This may involve identifying the ways in which the organisation's resources could be used by History or Art History students in their research or the ways in which our students can contribute to the development of this organisation via volunteering, promoting its work, fundraising, etc. It will require communicating with the organisation's representative to find out what their needs are and how best to address them.

Presentation:
Present the results of your collaborative project in one of the following ways:
1/ a guide for History or Art History students on how best to develop a project with your chosen organisation (consider digital and interactive);
2/ a small event that will promote your chosen organisation from the educational perspective;
3/ a poster that will present the resources, pathways, and opportunities for collaboration between our students and your chosen organisation.

Do you want to get engaged in beyond-class activities that can help you develop your talents? Do you like interacting with other students and staff, both within and outside the programme? Are you interested in supporting others in their learning? Would you like to get more involved in outside organisations?

This project is a great opportunity to try building collaborative relationships with educational organisations, which will improve your academic and professional confidence.

PROJECT 3: Networking

Rationale:
Networking outside your immediate social group is not only an art but is increasingly becoming a necessity in most professional environments. Being able to identify people with similar interests and develop collaborations is a skill best practised at university.

Task:
Develop a collaborative project with a **student** (or students) **from another programme**. The project will compare the operations of two student societies.

Approach:
You can team up with a student-member of a different society and develop an informal comparative study of the respective societies. This should involve:
Stage 1: drawing out similarities and differences in terms of the societies' structure, types of activities they engage in, budgets, popularity, visibility, and other relevant aspects. A comparative table would be appropriate to present the results of this research.
Stage 2: recognising what each society can offer the other. Looking closely at the respective societies, identify one type of practice that could help improve the functioning of the other society, and vice versa.
Stage 3: organising a collaborative event. This could be a competition, a gathering, or any type of happening that would be beneficial to the members of both societies.

Presentation:
Decide on the most effective way to document and present the project to your personal tutor or LD coordinator.

Have you ever wanted to find out how your experience in History/Art History compares with a student's from another programme? Have you experienced different attitudes and perspectives expressed by other students within the University of Plymouth? Would you like to develop a collaborative project that will compare these varied experiences?

This project is a great opportunity to try networking and building collaborative relationships, which will improve your confidence and increase your professional capital.

Reflective report:

Your reflective report needs to fulfil the following criteria:

- ✎ It must be up to **500 words** in length
- ✎ It must identify **3 skills** you developed in the process of completing the project and demonstrate how they enhance your employability.
- ✎ For guidelines on reflective writing, please see the Study Guide on Reflective Writing at the Learning Development website www.plymouth.ac.uk/learn.

Checklist:

Start date of the project: _____		
Element	**Date**	**Evidence/ signature**
PALS session		
PDP meeting		
Research seminar		
Accelerate workshop		
Peninsula Arts event		
Project completed		
Reflective essay		
LD Coordinator meeting		
Project approved		

FAQs

Who can I contact if I have questions regarding the Awards?

If at any point you have questions about Stand Out, please contact your LD Coordinator, Dr Alicja Syska (alicja.syska@plymouth.ac.uk). Alternatively, you can discuss the scheme with your PALS leaders during PALS sessions or with your personal tutor in PDP tutorials.

What are the benefits of the Awards?

The tasks involved in completing the projects not only illuminate the essential graduate attributes you are expected to develop over the course of study but also allow you to demonstrate concrete examples of mastering these skills to future employers. The Awards recognise and celebrate your extracurricular achievements and will contribute to improving your chances for employment in a subject-related field.

Additional benefits:

The Awards will be displayed in your **Higher Education Achievement Report (HEAR)** upon graduation.

You will be automatically enrolled in the prestigious **Plymouth Award**, so you can extend your achievements even further.

What help can I expect?

All the projects (with the exception of the Successful Collaboration Award) are individual and you're expected to work on them in your own time and at your own pace. Nonetheless, you can expect to receive support:

From your Personal Tutor: You can discuss your ideas with your personal tutor who may offer you advice and feedback on your progress. On completion, you will present the project to them and they will award you a certificate.
From Learning Development: Your LD coordinator, Dr Alicja Syska, holds open hours for consultation (Fridays 10-12 in the Learning Gateway) and you can drop in for a project-orientated meeting.
From the PALS leaders: PALS sessions might help you to explore ideas for the projects. There are multiple sessions to choose from in each term. Please contact your PALS leaders for scheduling details.

Will my project be marked?

No. You are solely responsible for the quality of your project and it will be checked only to the extent that it achieves its objectives. If it doesn't, it will not pass.

Can I work with another student on an Award?

Only if you're working on the Successful Collaboration Award. Projects for all other Awards have to be completed individually.

Is there a deadline for any project?

No, but they must be completed before you receive your final marks in the final year of your study.

What if my tutor cannot meet me to sign off the project?

You can meet with the LD Coordinator instead (Dr Alicja Syska). She will act on behalf of your tutor.

Can I pursue my own project instead of the ones listed in the guidebooks?

You are encouraged to initiate your own project if none of the existing tasks appeal to you and you have a good idea for your own. However, you must be able to demonstrate that your proposed project will involve the skills listed under the particular Award. Please feel free to contact your LD coordinator or personal tutor if you would like to discuss your own ideas.

How will I know when PALS sessions, Accelerate workshops, research seminars and PenArts talks take place?

Please contact your PALS Leaders for details about the PALS sessions.
You can find the details about Accelerate workshops on their website [here](#).
For information about the research seminars, please check with the programme.
Peninsula Arts events can be accessed [here](#).

Do the skills development sessions have to be all different or can I go to three PALS sessions only?

Each session has to be of a different type, e.g. one research seminar, one personal tutorial and one PALS session.

Can I attend a different type of event, not listed here, for example a job fair or an exhibition?

Yes, as long as it takes place on the University campus and you have evidence of your attendance.

What kind of evidence will be accepted?

It can be a ticket, a signature of the person running the event, a confirmation note, even a photograph – there are many ways of confirming your participation. Please check with your LD coordinator.

Do I have to complete the Plymouth Award?

No, it's entirely up to you. Initiating a Stand Out Award will automatically enrol you in the Plymouth Award but you'll need to take other steps to complete the scheme. Please follow this link for details
https://www.plymouth.ac.uk/student-life/your-studies/plymouth-award.