



## MODULE SPECIFICATION

Part 1: Information			
Module Title	Sources for Courses: History and Evidence		
Module Code	UPHPK4-30-1	Level	1
For implementation from	September 2017		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Arts, Creative Industries and Education	Field	History
Department	Arts and Cultural Industries		
Contributes towards	BA(Hons) History, BA(Hons) History and Heritage, BA(Hons) English and History		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	N/A		

Part 2: Description
<p><u>Teaching Block 1: History and Evidence</u> Introduces students to a range of primary evidence and its uses. The module is themed to allow students to pursue common or comparable ideas and issues, but in a wide range of historical contexts and using a variety of evidence. Each week focuses on a particular period/event with a corresponding selection of primary sources. Students will be introduced to documentary, cartographic and image based evidence, and different techniques with which to analyse this material. This teaching block will also incorporate sessions with library staff, developing students' research skills, and their study skills more broadly, providing support in their transition to undergraduate study.</p> <p><u>Teaching Block 2: Making History: Research and the group project</u> Practical hands-on workshops leading towards final project Taught elements will consider:</p> <ul style="list-style-type: none"> <li>- locating and using a range of archival material,</li> <li>- research techniques and methodologies,</li> <li>- multi-media training,</li> <li>- and project management</li> </ul> <p>In both teaching blocks contact hours will be divided between a weekly one hour lecture, and a weekly two-hour workshop. In teaching block one the lecture will be used to introduce the historical and historiographical context for the corresponding workshop. These will be delivered by staff from across the department, introducing students to the range of expertise and interests within it. The workshop will be focused on student group work with archival material, supported by their class tutor. Workshop tasks will be focused on practicing different analytical and interpretative skills. Workshops in teaching block two will be concentrated on group work towards the final project. Lectures will focus</p>

on research techniques and problem solving to support group work.

The distinctive aspect of this project module is not its content but its teaching & learning methods. The module will be delivered in two-hour workshop sessions based around work set by the class tutor/module leader: perhaps in each case, one survey-type secondary reading and two or three archival sources (from text, visual, map/plan, oral, material object) or a numerical data-set. Students will be expected to work collectively together and to learn through doing. The module will be designed to introduce a range of skills that are fundamental to the process of historical research, and students will use portfolio work to reflect upon their learning and to identify the processes they are using

### Part 3: Assessment

#### Strategy:




- Both elements of the assessment are designed to demonstrate the skills students have been developing in teaching blocks 1 and 2.
- Each assessment is focused on the location, selection, and analysis of a range of primary evidence, a consideration of its utility, and its deployment in historical argument.
- Each assignment has a degree of flexibility built in, allowing students /staff to frame the choice of materials/topics on which their coursework is based to suit diverse learning needs.
- The individual portfolio is based on engagement with workshops in TB 1, facilitating participation in class activities and independent preparation for workshops.
- The group project utilises and develops co-operative working and organisational skills. Students are assessed on their individual contribution, and as part of the group, to encourage equitable participation. The project is delivered as both a presentation and in written format, developing and demonstrating a range of communicative skills.

#### The Assessment:

- The Individual Portfolio, 3000 words.
  - Two document analyses, 1500 words. Students choose two different examples of archival material from two different historical contexts considered in TB 1. Their analysis should include discussion of the source's provenance, the historical context, the nature and extent of information within it, and its significance/utility as historical evidence.
  - Tourist Guide, 1500 words. Students chose an event/period/location to research and produce a short guide, informed by their selection of primary and secondary sources, synthesised to produce a concise historical account for a non-academic audience.
- The group project
  - Students work collectively to formulate a research question/focus, and present their findings based on their selection and analysis of primary and secondary sources.
  - The project is presented by the group as an oral presentation and as a written piece (weighted equally in the marking).
    - Each element comprises an introduction and conclusion (c. 1000 words group responsibility) and an individually researched 'chapter' (c. 3000 words, individual responsibility).
    - Students receive a group mark (for introduction, conclusion plus overall coherence, clarity and conviction) 40% and an individual mark (for their contribution, including choice and handling of sources) 60%

All assignment word counts can vary +/- 10% according to the institutional word count policy.

Identify final timetabled piece of assessment (component and element)	Component A2	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>100%</b>	
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Individual Portfolio (3000 words)	40%	

2. Group Project based on a theme from term one in which students work in small groups to formulate and answer a research question, using individually retrieved and analysed primary evidence from approved electronic resources.	60%																																
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>																																
N/A																																	
<b>Resit (further attendance at taught classes is not required)</b>																																	
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>																																
1. Individual Report (2000 words)	40%																																
2. Individual Project based on a theme from term one in which student formulates and answers a research question, using retrieved and analysed primary evidence from approved electronic resources	60%																																
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>																																
N/A																																	
<b>Part 4: Teaching and Learning Methods</b>																																	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Familiarity with co-operative group work and reflective practice in learning. Document-based workshop format facilitates understanding of historical epistemology and empirical ways of learning through research, selectivity, interpretation and argument.</li> <li>2. A deeper understanding of why history matters and what historians do [A1-2]</li> <li>3. A deeper understanding of archival material and other primary sources as the building blocks of all accounts of the past. [A1-2]</li> </ol>																																
<p>Key Information Sets Information (KIS)</p> <p>Contact Hours</p> <p>Total Assessment</p>	<table border="1" data-bbox="518 1310 1428 1697"> <thead> <tr> <th colspan="5" data-bbox="518 1310 1428 1344"><b>Key Information Set - Module data</b></th> </tr> <tr> <td data-bbox="518 1344 654 1377"></td> <td data-bbox="654 1344 821 1377"></td> <td data-bbox="821 1344 981 1377"></td> <td data-bbox="981 1344 1149 1377"></td> <td data-bbox="1149 1344 1428 1377"></td> </tr> <tr> <td colspan="3" data-bbox="518 1377 1149 1422"><i>Number of credits for this module</i></td> <td data-bbox="1149 1377 1428 1422" style="text-align: center;">30</td> <td data-bbox="1428 1377 1530 1422"></td> </tr> <tr> <th data-bbox="518 1422 654 1624">Hours to be allocated</th> <th data-bbox="654 1422 821 1624">Scheduled learning and teaching study hours</th> <th data-bbox="821 1422 981 1624">Independent study hours</th> <th data-bbox="981 1422 1149 1624">Placement study hours</th> <th data-bbox="1149 1422 1428 1624">Allocated Hours</th> <td data-bbox="1428 1422 1530 1624"></td> </tr> <tr> <td data-bbox="518 1624 654 1697" style="text-align: center;">300</td> <td data-bbox="654 1624 821 1697" style="text-align: center;">72</td> <td data-bbox="821 1624 981 1697" style="text-align: center;">228</td> <td data-bbox="981 1624 1149 1697" style="text-align: center;">0</td> <td data-bbox="1149 1624 1428 1697" style="text-align: center;">300</td> <td data-bbox="1428 1624 1530 1697" style="text-align: center;"></td> </tr> </thead> <tbody> <tr> <td colspan="5" data-bbox="518 1697 1428 1736"></td> </tr> </tbody> </table> <p data-bbox="438 1736 1436 1792">The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p data-bbox="438 1814 1332 1848"><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test</p> <p data-bbox="438 1881 1516 1937"><b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project or in class test</p> <p data-bbox="438 1937 1420 2004"><b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p>	<b>Key Information Set - Module data</b>										<i>Number of credits for this module</i>			30		Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		300	72	228	0	300						
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	Total assessment of the module:			
	Written exam assessment percentage		0%	
	Coursework assessment percentage		100%	
	Practical exam assessment percentage		0%	
			100%	
Reading Strategy	<p>Workshop sessions will be based firmly around the use of a range of pre-distributed primary sources. Students will also be expected to engage with a small selection of suggested complimentary secondary literature outlined in the course handbook. These will be available through JSTOR or comparable resources where we have a license for electronic access. Most of the secondary and archival material used in workshops will be available online and accessed through Blackboard. For group work, students will be directed to projects where adequate texts are already available in the university library</p> <p><i>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.</i></p> <p>Bentley, M (1991), <i>Modern Historiography: An Introduction</i> London: Routledge</p> <p>Black, J and MacRaild, D (1997), <i>Studying History</i> Basingstoke: Macmillan</p> <p>Burke, P (ed) (2001) <i>New Perspectives on Historical Writing</i> Oxford: Blackwell, Polity Press</p> <p>Dobson, M &amp; Ziemann B, (eds) (2009) <i>Reading Primary Sources: The interpretation of texts from 19th and 20<sup>th</sup> century History</i>, London: Routledge</p> <p>Jordanova, L (2000) <i>History in Practice</i> London: Arnold</p> <p>Tosh, J (2000), <i>The Pursuit of History</i> 3rd edn, Harlow: Pearson</p> <p>Tosh, J (2000), <i>Historians on History</i> Harlow: Pearson Educational</p>			

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First CAP Approval Date	27 January 2010			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>	1 February 2017	Version	2	<a href="#">link to RIA</a>