CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	An Introduction to Heritage				
Module Code	UPHP5K-15-1		Level	1	Version	1
Owning Faculty	ACE		Field	History	
Contributes towards	Awards up to BA hons				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	none		Co- requisites	none	
Excluded Combinations	none		Module Entry requirements	none	
Valid From	September 2014		Valid to	September 2020	

CAP Approval Date	11th February 2014

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • demonstrate an understanding of the development of 'heritage' as an idea in the UK since c.1850 (Assessed through all components but particularly component B, 1). • analyse and critically discuss the working practice of a range of past and current heritage institutions and delivery methods, including museums, broadcast and digital media, and the management of historic sites and buildings. (assessed through all components, but particularly though component B,2) • demonstrate effective presentation skills (assessed through component A). • demonstrate an understanding of the different challenges presented for visitor interpretation by comparative sites of heritage in the UK (assessed

	through all components but particularly component A)
	• synthesise information from a variety of sources and structure an argument based on this information (assessed through all components)
Syllabus Outline	The module will have three main thematic components: 1. The evaluation of 'heritage' as a concept distinct from 'public history' and 'academic history' and broadly understood as an associative meeting point between history, memory, nostalgia identity and place. Its use for the promotion of social cohesion, leisure and tourism, and in the politics of association (through identification with place and/or certain shared and historically inherited values) will be fully explored and the relationship between heritage and historical knowledge evaluated and critiqued. 2. The understanding of the history of heritage ideas, movements, institutions and organisations in the UK from c.1850. Students will study: * the development of national, local and regional collections of material objects through the spread of metropolitan and provincial museums in the Victorian period * the relationship between the expression of national/local identities and nineteenth-century movements concerned with public access to open spaces, and landscapes of national/ regional association * the use of 'heritage landscape' and artistic culture to promote national association during wartime * changing attitudes towards the conservation of 'historic' buildings and urban/rural environments and the impact upon planning * the creation and growth of the National Trust and its allied charitable organisations * the growth of heritage tourism * the presentation and dissemination of heritage through various media, including film, television and digital media 3. The evaluation a number of important sites of heritage in the South West region. The study of these sites will be conducted through field visits as well as classroom-based study, and students will make a presentation and produce an extended essay based on the production of heritage at one of these sites. Sites may include: * M Shed, Bristol * Stonehenge and its associated landscape * Portsmouth Historic Dockyard * Prior Park Landscape Garden, Bath * Big Pit, Blaenafon
Contact Hours	Students will receive three hours contact time delivered in a three-hour block each week to facilitate off-campus field work when appropriate. Normal scheduled classes do not take place during assessment weeks but tutors may schedule one to one or or small group sessions in addition to the contact hours indicated.
Teaching and Learning Methods	The module will be delivered through a series of flexible workshops in which a mix of lecturing and seminar discussion will take place, informed by selected or supplied readings or broadcasts. Some seminars will be assessed. The module, including a full course outline, will be fully supported by resources delivered through Blackboard. **Scheduled learning** includes tutorials, case study preparation, fieldwork, external

	visits and essay supervision. Study time for the module is composed of 72 hours of contact time. **Independent learning:** 228 hours**.** Student preparation will consist in most weeks of an average of four hours independent study time based upon essential and indicative reading or the study of oral/visual materials as specified in the module handbook.
Key Information Sets Information	**Key Information Set - Module data** *Number of credits for this module* 30 The table below indicates as a percentage the total assessment of the module which constitutes Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:
Reading Strategy	Several secondary texts covering large areas of the module and recommended for frequent use as contextual readers throughout the course of the module have been identified as '**key texts'**. One copy of each of these will be placed on short loan in the library. Workshops will usually require students to undertake readings from secondary scholarly sources and/or written, visual or oral materials produced by the heritage sector. These are indicated in the handbook as **'essential preparation'** and **'secondary preparation'**. Where 'essential preparation is the reading of journal articles or extracts from a book, they will in all cases be available via UWEonline where licenses have been obtained, or via JSTOR or Project Muse. Materials referred to as 'secondary' are intended to be selected from independently by the student and lists will in all cases be sufficiently extensive to ensure adequate library stock. **Essential reading:** There is no set textbook for the module. Discrete texts will be indicated as 'essential readings' for specific teaching sessions and/or assignments, and these will be clearly identified in the course handbook, and

Key Information Set - Module data

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	228	0	300	✓

Total assessment of the module:	
Written exam assessment percentage	70%
Coursework assessment percentage	15%
Practical exam assessment percentage	15%
	100%

available electronically or on short loan in the library, but may change from year to year. Readings may include:
- Chapters from scholarly monographs
- Essays in peer-reviewed journals and edited collections
- Supplied primary material, both textual and visual
- Written, visual or oral material produced by heritage organisations, eg. National Trust guidebooks, TV programmes etc.

Further reading: Further readings will be indicated in the handbook for each teaching session. Students are expected to use their discretion and exercise choice in selecting further reading. They may be guided by the supplied lists, or they may prefer to research relevant further readings for themselves, using the library catalogue, bibliographical databases in the e-library, or by searching Project Muse and JSTOR.

Specific Training: Set tasks for some teaching sessions on the module will require students to research and evaluate reading lists for specific topics, using library resources including the standard catalogue and e-resources such as the Bibliography of British and Irish History, digitised newspapers and Historic Books. All level one students also receive library familiarisation sessions delivered by Library staff as part of the core teaching and learning strategy for both the History and the History with Heritage programme. Guidance will also be included in the module handbook on Blackboard.

Indicative Reading List	**Indicative reading list** Boswell, B, and Evans, J, eds. *Representing the Nation, a Reader: Histories, Heritage and Museums.* London: Routledge, 1999. Corsane, G. ed. *Heritage, Museums and Galleries: An Introductory Reader*. London: Routledge, 2005. De Groot, J. *Consuming History: Historians and Heritage in Contemporary Popular Culture*. London: Routledge, 2009. Harrison, R. *Heritage: Critical Approaches*. London: Routledge, 2012. Hayden, R. *The Power of Place: Urban Landscapes as Public History*. Harvard: MIT Press, 1997. Hemms, A. and Blockley, M. *Heritage Interpretation: Issues in Heritage Management.* London: Routledge, 2006. Jenkins, J. G. *Getting Yesterday Right: Interpreting the Heritage of Wales*. Chalford: Amberley, 2009. Lowenthal. D. *The Heritage Crusade and the Spoils of History*. London: Penguin, 1996. Pickering, P. and Tyrell, A. *Contested Sites: Commemoration, Memorial and Popular Politics in Nineteenth-Century Britain*. London: Ashgate, 2004. Smith, L. *The Uses of Heritage*. London: Routledge, 2006.

Part 3: Assessment

Assessment Strategy	The module has three assessed pieces of work. These are designed to test a range of abilities from essay writing drawn from secondary sources, to oral and visual presentation and project management. The assessment strategy is designed to measure:
	- critical understanding of the chronological development of ideas, debates and issues about heritage in the UK since the mid nineteenth century. This component tests student understanding of the history of heritage, and of heritage movements/organisations in a single country. It is designed as an academic essay. (component B, 1; essay on question relating to material outlined above under <u>Syllabus Outline</u>, sections 1&2) - oral presentation/data organisation skills (component A). This presentation during the second teaching block will identify the comparative challenges presented by the presentation and interpretation of specific UK heritage sites. The component tests presentational skills and the ability to contrast site specific problems of interpretation for selected audience segments. - the student's ability to evaluate critically a single site of heritage and its interpretation/presentation and present their findings in the form of an extended report, to include visitor segmentation and other data, site development plans, and critical secondary literature (Component B,2). This component is designed to emulate a workplace assignment, test student ability to process and analyse site data, clearly organise it in report form, and prepare students for the sort of vocational practical work they may undertake for Project Management at level 2. It is designed as a report as distinct from an academic essay and students will receive guidance in class and on Blackboard on the difference between these two formats. - All three assessed pieces of work are additionally designed to prepare students for Public History at level 2 and History in the Public Space at level 3. **Feedback** for these assessments will be sent first to students via Blackboard, after which all students will be expected to attend personal feedback tutorials which will be a timetabled part of the module's contact hours. Further face to face feedback on all aspects of the module will be available to students by appointment and in each tutor's office hours, and students will be encouraged to take advantage of it.

Identify final assessment component and element			
		A:	**B**:
% weighting between components A and B (Standard modules only)		25	75

First Sit		
Component A (controlled conditions) **Description of each element**		**Element weighting** **(as % of component)**
1.Presentation (15 minutes)		100
Component B **Description of each element**		**Element weighting** **(as % of component)**

1.Essay (1,500 words)	33.3
2.Report (3,000 words)	66.6

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Exam (90 minute)	100
Component B **Description of each element**	**Element weighting** **(as % of component)**
1.Essay (1,500 words)	33.3
2.Report (3,000 words)	66.6
If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.	