



## MODULE SPECIFICATION

| Part 1: Information       |  |                    |         |
|---------------------------|--|--------------------|---------|
| Module Title              | Heritage in Practice   |                    |         |
| Module Code               | UPHNAL-30-3  | Level              | Level 6 |
| For implementation from   | 2020-21  |                    |         |
| UWE Credit Rating         | 30   | ECTS Credit Rating | 15      |
| Faculty                   | Faculty of Arts Creative Industries & Education                          | Field              | History |
| Department                | Creative & Cultural Industries   |                    |         |
| Module type:              | Project  |                    |         |
| Pre-requisites            | War and Memory: Public History and Politics in Europe Since 1945 2020-21 |                    |         |
| Excluded Combinations     | None   |                    |         |
| Co- requisites            | None   |                    |         |
| Module Entry requirements | None   |                    |         |

## STUDENT AND ACADEMIC SERVICES

### Part 2: Description

**Overview:** This module takes a practical, evaluative and comparative approach to the identification, management, and interpretation of sites of heritage in modern Britain.

Pre-requisites: students must take one out of UPHNCD-30-2 – Introduction to Heritage and/or UPHAVL-30-2 Mediated Histories and/or UPHAVM-30-2 War and Memory: Public History and Politics in Europe and UPHAVN-30-2 Heritage in Practice (Academic year 2017-18 only).

**Educational Aims:** This module builds on subject and research skills developed at Level 2 in UPH5K-30-2 Introduction to Heritage, UPHAVR-30-2 History in Practice, UPHAVL-30-2 Mediated Histories, and UPHAVM-30-2 War and Memory: Public History and Politics in Europe. It also requires students to reflect on the skills they have as historians and their application in contexts and employment beyond the university.

Through a series of case studies and fieldwork focussing on selected sites of heritage and museums in South West Britain, the module will enable students to understand and evaluate cultural value in heritage by direct comparison and practical project work. They will study, for example, audience segmentation models, conservation policy, approaches to heritage tourism, interpretation strategies and the interplay between 'Authorised Heritage Discourse', dissonant variation, material heritage and intangible heritage. Their assessed work will critically address each of these selected sites and require students to apply their skills as historians in the public domain.

#### **Outline Syllabus:** Syllabus Outline

##### Block 1: Case Studies

The first block will be made up of a series of 3 week case studies critically evaluating specific sites/museums in South West England and South Wales. Each of these will include an introductory classroom-based orientation session, and at least one site visit. Sites may include Stonehenge/Avebury, Dorchester Shire Hall Historic Courthouse Museum, Bristol M Shed, and Dyrham Park.

##### Block 2: Live Brief Project

Building on the critical evaluation and fieldwork in block one, the second block is concentrated on practice-based project work. Students will respond to a live brief developed in conjunction with UWE history and Regional History Centre partners. Projects might include the design and delivery of new interpretation, new interpretation tools (including digital media), outreach resources and activities. Student projects will be informed by relevant literature, primary research and fieldwork. Students will also be responsible for testing and evaluating the output of their projects.

#### **Teaching and Learning Methods:** Structure and Contact Time

The module will be flexibly taught in three-hour blocks to enable occasional on and off-campus guest lectures from heritage and museum sector professionals and practitioners. There will be two principle components:

The first will sometimes be taught on campus and sometimes at sites of heritage and will, where practicable, include optional full day field study sessions at heritage locations.

The second component requires students to apply their skills as historians and students of heritage to a live brief and will be taught on and off campus as required.

Normal scheduled classes do not take place during assessment weeks, but tutors may schedule one-to-one or small group sessions in addition to the contact hours indicated.

#### Independent Learning

In a normal week students can expect to spend on average two hours engaged in essential

## STUDENT AND ACADEMIC SERVICES

reading. One hour should be spent in organising and reviewing material to enable effective workshop and field study engagement. Three further hours should be spent working on individual research projects. Independent learning time for the module is composed of 6 hours per week.

### Part 3: Assessment

#### Assessment Strategy

##### Component A

1. Essay: critical evaluation of heritage sites. (3500 words)

Consolidating the fieldwork undertaken in Block 1, students will critically and comparatively evaluate the visitor offer at each of the sites visited. These evaluations will include an assessment of the visitor demographic, site management practices, and display/interpretation strategies of each site, and an appreciation of their value as representations of public history.

2. Poster presentation

3. Project Report (3000 critical reflection)

In A2 and A3 students will present and reflect on their response to the live brief in block 2.

The assessed coursework is designed to test the students' discipline specific skills and their ability to apply these skills away from academic work. The assessment strategy is designed to measure:

- critical engagement with debates in history and heritage and identification of significant differences in historical focus and in the selection and interpretation of evidence by heritage sites and museums (A1, A2, A3)
- the student's ability to select, analyse and interpret relevant primary and secondary material (A1, A2, A3)
- the ability to identify the wider uses of historical research and its effective dissemination in the public domain (A1, A2, A3)
- the ability to present ideas in clear prose and observe appropriate academic standards (footnotes, bibliographies) (A1, A3)
- the ability to communicate ideas verbally and with appropriate visual media (A2)
- the ability to work collaboratively in the public domain, with due regard for ethical considerations and accessibility (A2, A3).

Feedback for these assessments will be sent first to students electronically. All students will be required to attend personal feedback tutorials which will be a timetabled part of the module's contact hours.

| First Sit Components             | Final Assessment | Element weighting | Description         |
|----------------------------------|------------------|-------------------|---------------------|
| Written Assignment - Component A |                  | 40 %              | Essay (3500 words)  |
| Report - Component A             |                  | 30 %              | Critical reflection |
| Poster - Component A             | ✓                | 30 %              | Poster Presentation |
| Resit Components                 | Final Assessment | Element weighting | Description         |
| Written Assignment - Component A |                  | 40 %              | Essay (3500 words)  |
| Report - Component A             |                  | 30 %              | Critical reflection |
| Poster - Component A             | ✓                | 30 %              | Poster presentation |

| <b>Part 4: Teaching and Learning Methods</b>  |  |                                 |                  |   |     |  |     |   |     |   |     |  |     |  |     |  |     |
|---|--|---------------------------------|------------------|---|-----|--|-----|---|-----|---|-----|--|-----|--|-----|--|-----|
| Learning Outcomes   | <p>On successful completion of this module students will achieve the following learning outcomes:</p> <table border="1"> <thead> <tr> <th style="text-align: left;"><b>Module Learning Outcomes</b></th> <th style="text-align: left;"><b>Reference</b></th> </tr> </thead> <tbody> <tr> <td>Demonstrate critical engagement with debates in history and heritage and identify significant differences in historical focus and in the selection and interpretation of evidence</td> <td>MO1</td> </tr> <tr> <td>Reflect on and articulate the uses of history in the public domain</td> <td>MO2</td> </tr> <tr> <td>Reflect on and articulate their individual skills and their utility in a range of contexts and employment beyond the university</td> <td>MO3</td> </tr> <tr> <td>Demonstrate the ability to select, critically assess, and interpret fieldwork and primary and secondary material relevant to their projects</td> <td>MO4</td> </tr> <tr> <td>Demonstrate an ability to critically compare disparate sites of heritage</td> <td>MO5</td> </tr> <tr> <td>Communicate their research clearly and concisely</td> <td>MO6</td> </tr> <tr> <td>Demonstrate their ability to work collaboratively, with due regard for ethical considerations and accessibility in the public domain</td> <td>MO7</td> </tr> </tbody> </table> | <b>Module Learning Outcomes</b> | <b>Reference</b> | Demonstrate critical engagement with debates in history and heritage and identify significant differences in historical focus and in the selection and interpretation of evidence | MO1 | Reflect on and articulate the uses of history in the public domain | MO2 | Reflect on and articulate their individual skills and their utility in a range of contexts and employment beyond the university | MO3 | Demonstrate the ability to select, critically assess, and interpret fieldwork and primary and secondary material relevant to their projects | MO4 | Demonstrate an ability to critically compare disparate sites of heritage | MO5 | Communicate their research clearly and concisely | MO6 | Demonstrate their ability to work collaboratively, with due regard for ethical considerations and accessibility in the public domain | MO7 |
| <b>Module Learning Outcomes</b>   | <b>Reference</b>   |                                 |                  |   |     |  |     |   |     |   |     |  |     |  |     |  |     |
| Demonstrate critical engagement with debates in history and heritage and identify significant differences in historical focus and in the selection and interpretation of evidence | MO1  |                                 |                  |   |     |  |     |   |     |   |     |  |     |  |     |  |     |
| Reflect on and articulate the uses of history in the public domain  | MO2  |                                 |                  |   |     |  |     |   |     |   |     |  |     |  |     |  |     |
| Reflect on and articulate their individual skills and their utility in a range of contexts and employment beyond the university   | MO3  |                                 |                  |   |     |  |     |   |     |   |     |  |     |  |     |  |     |
| Demonstrate the ability to select, critically assess, and interpret fieldwork and primary and secondary material relevant to their projects                                       | MO4  |                                 |                  |   |     |  |     |   |     |   |     |  |     |  |     |  |     |
| Demonstrate an ability to critically compare disparate sites of heritage  | MO5  |                                 |                  |   |     |  |     |   |     |   |     |  |     |  |     |  |     |
| Communicate their research clearly and concisely  | MO6  |                                 |                  |   |     |  |     |   |     |   |     |  |     |  |     |  |     |
| Demonstrate their ability to work collaboratively, with due regard for ethical considerations and accessibility in the public domain  | MO7  |                                 |                  |   |     |  |     |   |     |   |     |  |     |  |     |  |     |
| Contact Hours   | <table border="1"> <tbody> <tr> <td colspan="2"><b>Independent Study Hours:</b></td> </tr> <tr> <td style="text-align: center;">Independent study/self-guided study</td> <td style="text-align: center;">228</td> </tr> <tr> <td style="text-align: center;"><b>Total Independent Study Hours:</b></td> <td style="text-align: center;">228</td> </tr> <tr> <td colspan="2"><b>Scheduled Learning and Teaching Hours:</b></td> </tr> <tr> <td style="text-align: center;">Face-to-face learning</td> <td style="text-align: center;">72</td> </tr> <tr> <td style="text-align: center;"><b>Total Scheduled Learning and Teaching Hours:</b></td> <td style="text-align: center;">72</td> </tr> <tr> <td><b>Hours to be allocated</b></td> <td style="text-align: center;">300</td> </tr> <tr> <td><b>Allocated Hours</b></td> <td style="text-align: center;">300</td> </tr> </tbody> </table>   | <b>Independent Study Hours:</b> |                  | Independent study/self-guided study   | 228 | <b>Total Independent Study Hours:</b>                              | 228 | <b>Scheduled Learning and Teaching Hours:</b>   |     | Face-to-face learning   | 72  | <b>Total Scheduled Learning and Teaching Hours:</b>                      | 72  | <b>Hours to be allocated</b>                     | 300 | <b>Allocated Hours</b>   | 300 |
| <b>Independent Study Hours:</b>   |  |                                 |                  |   |     |  |     |   |     |   |     |  |     |  |     |  |     |
| Independent study/self-guided study   | 228  |                                 |                  |   |     |  |     |   |     |   |     |  |     |  |     |  |     |
| <b>Total Independent Study Hours:</b>   | 228  |                                 |                  |   |     |  |     |   |     |   |     |  |     |  |     |  |     |
| <b>Scheduled Learning and Teaching Hours:</b>   |  |                                 |                  |   |     |  |     |   |     |   |     |  |     |  |     |  |     |
| Face-to-face learning   | 72   |                                 |                  |   |     |  |     |   |     |   |     |  |     |  |     |  |     |
| <b>Total Scheduled Learning and Teaching Hours:</b>   | 72   |                                 |                  |   |     |  |     |   |     |   |     |  |     |  |     |  |     |
| <b>Hours to be allocated</b>  | 300  |                                 |                  |   |     |  |     |   |     |   |     |  |     |  |     |  |     |
| <b>Allocated Hours</b>  | 300  |                                 |                  |   |     |  |     |   |     |   |     |  |     |  |     |  |     |
| Reading List  | <p><i>The reading list for this module can be accessed via the following link:</i></p> <p><a href="https://uwe.rl.talis.com/modules/uphnal-30-3.html">https://uwe.rl.talis.com/modules/uphnal-30-3.html</a></p>  |                                 |                  |   |     |  |     |   |     |   |     |  |     |  |     |  |     |

#### Part 5: Contributes Towards

This module contributes towards the following programmes of study: