



MODULE SPECIFICATION

Part 1: Information			
Module Title	Heritage in Practice		
Module Code	UPHNAL-30-3	Level	3
For implementation from	September 2018		
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 (Optional) BA (Hons) History WFY (Optional) BA (Hons) English and History (Optional) BA (Hons) English and History WFY (Optional)		
Module type:	Project		
Pre-requisites	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 UPHAVN-30-2 Heritage in Practice (Academic year 2017-18 only)		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>This module takes a practical, evaluative and comparative approach to the identification, management, and interpretation of sites of heritage in modern Britain. It builds on subject and research skills developed at Level 2 in UPHP5K-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.</p> <p>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.</p> <p>Teaching and Learning Methods</p> <p><i>Structure and Contact Time</i></p>

STUDENT AND ACADEMIC SERVICES

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 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.

Reading strategy

There will be a weekly assigned reading available through the Library or via Blackboard related to the preceding lecture. This will form the basis of class discussions and site evaluations. Students will need to undertake additional reading and primary research as part of their independent learning to inform their individual projects.

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.

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. Project Presentation (20 minute presentation)

3. Project Report (3500 word report)

In A2 and A3 students will present and reflect on their response to the live brief in block 2. The presentation (A2) should include a practical demonstration of their project output. Both A2 and A3 should explain the rationale behind their response, the methods and outcomes of user testing, and a critical evaluation of the success of their project in response to the brief.


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

STUDENT AND ACADEMIC SERVICES

domain (A1, A2, A3) <ul style="list-style-type: none"> 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.						
Identify final timetabled piece of assessment (component and element)		Component A2				
% weighting between components A and B (Standard modules only)		<table border="1"> <thead> <tr> <th>A:</th> <th>B:</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td></td> </tr> </tbody> </table>	A:	B:	100%	
A:	B:					
100%						
First Sit						
Component A Description of each element		Element weighting (as % of component)				
1. Essay (3500 words)		40%				
2. Project Presentation (20 minutes)		20%				
3. Project Report (3500 words)		40%				
Resit (further attendance at taught classes is not required)						
Component A Description of each element		Element weighting (as % of component)				
1. Essay (3500 words)		40%				
2. Project Presentation (20 minutes, video submitted online)		20%				
3. Project Report (3500 words)		40%				
Part 4: Teaching and Learning Methods						
Learning Outcomes	On successful completion of this module students will be able to: <ul style="list-style-type: none"> Demonstrate critical engagement with debates in history and heritage and identify significant differences in historical focus and in the selection and interpretation of evidence (A1, A2, A3) Reflect on and articulate the uses of history in the public domain (A1, A2, A3) Reflect on and articulate their individual skills and their utility in a range of contexts and employment beyond the university (A2, A3) Demonstrate the ability to select, critically assess, and interpret fieldwork and primary and secondary material relevant to their projects (A1, A2, A3) Demonstrate an ability to critically compare disparate sites of heritage (A1) Communicate their research clearly and concisely verbally and in written form (A1, A2, A3) Demonstrate their ability to work collaboratively, with due regard for ethical considerations and accessibility in the public domain (A2, A3) 					
Key Information Sets Information (KIS)						

STUDENT AND ACADEMIC SERVICES

Contact Hours	Key Information Set - Module data				
	Number of credits for this module				30
Total Assessment	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
	300	72	228	0	300
					
	The table below indicates as a percentage the total assessment of the module which constitutes a;				
	<p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p>				
	Total assessment of the module:				
	Written exam assessment percentage				0%
	Coursework assessment percentage				100%
	Practical exam assessment percentage				0%
					100%
Reading List	<p>Indicative Reading List</p> <ul style="list-style-type: none"> • Corsane, G. ed. <i>Heritage, Museums and Galleries: An Introductory Reader</i>. London: Routledge, 2005. • De Groot, J., <i>Consuming History: Historians and Heritage in Contemporary Popular Culture</i>. London: Routledge, 2009. • Harrison, R. <i>Heritage: Critical Approaches</i>. London: Routledge, 2012. • Hayden, R. <i>The Power of Place: Urban Landscapes as Public History</i>. Harvard: MIT Press, 1997. • Lowenthal. D. <i>The Heritage Crusade and the Spoils of History</i>. London: Penguin, 1996. • Park, H. <i>Heritage Tourism</i>. London: Routledge, 2014. • Smith, L. <i>The Uses of Heritage</i>. London: Routledge, 2006. • West, S. <i>Understanding Heritage in Practice</i>. Manchester: MUP, 2010. <p>Individual journal articles and chapters will be provided via Blackboard/library e-subscriptions</p>				

STUDENT AND ACADEMIC SERVICES

FOR OFFICE USE ONLY

First Approval Date	30 th May 2018			
Revision ASQC Approval Date <i>Update this row each time a change goes to ASQC</i>		Version	1	<i>Link to RIA 12597</i>