



## **Module Specification**

### **Critical Approaches**

Version: 2026-27, v1.0, Approved

#### **Contents**

<b>Module Specification .....</b>	<b>1</b>
<b>Part 1: Information .....</b>	<b>2</b>
<b>Part 2: Description .....</b>	<b>2</b>
<b>Part 3: Teaching and learning methods .....</b>	<b>3</b>
<b>Part 4: Assessment.....</b>	<b>4</b>
<b>Part 5: Contributes towards .....</b>	<b>6</b>

## Part 1: Information

**Module title:** Critical Approaches

**Module code:** UPHB84-30-2

**Level:** Level 5

**For implementation from:** 2026-27

**UWE credit rating:** 30

**ECTS credit rating:** 15

**College:** College of Arts, Technology and Environment

**School:** CATE School of Arts

**Partner institutions:** None

**Field:** History

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** This module explores how historians interpret the past through the lens of multiple methodologies and interpretations, from decolonisation and feminism to Marxism and nationalism.

**Features:** Not applicable

**Educational aims:** In this module, students will explore two new topics (selected out of three options), focusing on how scholars have studied that topic in the past and

what primary sources they have used. By learning from previous approaches to the topic, students will gain insight into how they can pursue their own research projects.

**Outline syllabus:** Students will choose two subject areas through which they will enter the arena of debate about the past by exploring the methods, ways of knowing, and schools of thought that historians use to understand and communicate about the past.

Students will learn about existing debates and make their own arguments in relation to a range of British, European, and Global contexts reflected in the teaching team's specialisms.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** Teaching and learning will be delivered through a combination of lectures, workshops, and personal tutorials. Students will choose to participate in two subject strands out of three options, with each strand delivered by a member of the teaching team according to their specialism. For each subject strand, students will have 3 hours of contact time per week.

Having practiced critical reading and reflection in their reflective report at Level 4, students will be ready to apply this approach to weekly preparation tasks for taught sessions at Level 5.

Student learning will be supported on the VLE, where reading lists, weekly preparation materials, and teaching slides are posted. Students can also access a detailed assessment brief from the start of teaching and will be offered personalised assessment advice during scheduled teaching time.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Explore and analyse established conventions within historical scholarship, recognising trends and identifying opportunities for innovation.

**MO2** Refine their ability to critically evaluate sources, developing nuanced interpretations and support your analysis with evidence.

**MO3** Further develop their proficiency in using tools, technologies, and techniques, applying them to projects.

**MO4** Explore a wide range of historical and cultural contexts, deepening understanding of their influence and impacts.

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

**Reading list:** The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link <https://rl.talis.com/3/uwe/lists/C70523C8-D997-57C4-909D-12BD77F4D9E3.html?lang=en-GB&login=1>

## **Part 4: Assessment**

**Assessment strategy:** Assessment will consist of a portfolio of work comprising two tasks reflecting each subject strand chosen by the student. In each task, students will critically analyse and evaluate the primary evidence, methods, debates, and interpretations used by different historians in their chosen field.

The two portfolio tasks will be chosen to support appropriate, inclusive and effective engagement with the subject strand content; to support students to explore each topic in depth and practice their critical skills; and enable students to communicate their arguments in different ways, allowing them to demonstrate their strengths and develop new skills.

Tasks will enable students to undertake spatial, visual and/or textual analysis, and to communicate their critical evaluations in written tasks, individually designed creative and/or digital outputs.

Formative assessment: in advance of the final deadline, students will be invited to attend assessment consultations to discuss and refine their plans for completing the tasks.

Portfolio assessment guidelines will be included in the module handbook, setting out the principles and parameters of the portfolio and portfolio tasks to ensure parity and cohesion across subject strands and modules.

**Assessment tasks:****Portfolio (First Sit)**

Description: Portfolio 4000 words (or equivalent)

Task 1: 2000 words or equivalent

Task 2: 2000 words or equivalent

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Portfolio (Resit)**

Description: Portfolio 4000 words (or equivalent)

Task 1: 2000 words or equivalent

Task 2: 2000 words or equivalent

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study:

History [Frenchay] BA (Hons) 2025-26