

**MODULE SPECIFICATION**

Part 1: Information			
Module Title	Heritage in Practice		
Module Code	UPHAVN-30-2	Level	2
For implementation from	September 2017		
UWE Credit Rating	30	ECTS Credit Rating	
Faculty	Arts, Creative Industries and Education	Field	History
Department	Arts and Cultural Industries		
Contributes towards	BA (Hons) History with Heritage (compulsory)		
Module type:	Project		
Pre-requisites	UPHP5K-30-1 – Introduction to Heritage		
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 1 in UPHP5K-30-1 Introduction to Heritage and UPHPK4-30-1 Sources for Courses: History and Evidence. It also requires students to reflect on the skills they have as historians and their application in contexts and employment beyond the university. It is a Level 2 core module for students on the History with Heritage programme and a pre-requisite for the core programme placement module at level 3 (History in the Public Space, UPHPL4-30-3).</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. 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 project work will critically address each of these selected sites and fully appraise one other site of the student's own choosing.</p> <p><b>Teaching and Learning Methods</b></p> <p><i>Structure and Contact Time</i></p> <p>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 introduces theoretical historical approaches to heritage tourism and to practical project management and is classroom based. The second 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. 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.</p>

### *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 in the first workshop hour. Students will need to undertake additional reading and primary research as part of their independent learning to inform their individual research projects.

### **Syllabus Outline**

#### *Block 1: The Houses of History*

Block one (about 4-5 weeks in length) introduces students to historiography and the use of different approaches and arguments in shaping historical research and their application to the interpretation of museological and heritage environments. Concepts and themes will include: empiricism and historical imagination; history as progress; history from below; gender history; the cultural turn; post-colonialism, and memory.

#### *Block 2: Case Studies*

The second block is the major part of the module and will be made up of a series of 3 week case studies of 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 sight visit. Sites may include Stonehenge/Avebury, Dorchester Shire Hall Criminal Justice Project, Bristol M Shed and Dyrham Park. An additional three weeks will be set aside for students to conduct their own study and site visits to a site of their own choosing, in Bristol. An additional session of 1-2 weeks will focus on employment possibilities and the skills needed to succeed in a heritage/History career, and these will be delivered by colleagues in Careers.

## **Part 3: Assessment**

### **Assessment Strategy**

#### *Component A*

1. Essay on the critical application of historiographical approaches to museums and sites of heritage. (2000 words)  
Consolidating work undertaken in Block One, students will evaluate the application of theoretical approaches in history to the display, management and interpretation of heritage sites in modern Britain. This work will inform their later project work on the critical evaluation of specific sites
2. Project (6000 words)  
Students will produce a written project, critically and comparatively evaluating the visitor offer at each of the sites visited during Block 2. 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.

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)
- the student's ability to select, analyse and interpret relevant primary and secondary material (A1, A2)
- the ability to identify the wider uses of historical research and its effective dissemination in the public domain (A2)
- the ability to present ideas in clear prose and observe appropriate academic standards (footnotes, bibliographies) (A1, A2)

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.

## ACADEMIC SERVICES

Identify final timetabled piece of assessment (component and element)		Component A2																																						
% weighting between components A and B (Standard modules only)		A:		B:																																				
		100%																																						
First Sit																																								
Component A Description of each element				Element weighting (as % of component)																																				
1. Essay (2000 words)				25%																																				
2. Project (6000 words)				75%																																				
Resit (further attendance at taught classes is not required)																																								
Component A Description of each element				Element weighting (as % of component)																																				
1. Essay (2000 words)				25%																																				
2. Project (6000 words)				75%																																				
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"><li>• 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 and A2)</li><li>• Reflect on and articulate the uses of history in the public domain (A1 and A2)</li><li>• Reflect on and articulate their individual skills and their utility in a range of contexts and employment beyond the university (A2)</li><li>• Demonstrate the ability to select, critically assess, and interpret fieldwork and primary and secondary material relevant to their projects (A2)</li><li>• Demonstrate an ability to critically compare disparate sites of heritage (A2)</li><li>• Communicate their research clearly and concisely in written form and across (A1 and A2)</li></ul>																																						
Key Information Sets Information (KIS)		<table><tr><td colspan="5">Key Information Set - Module data</td></tr><tr><td colspan="5"></td></tr><tr><td colspan="4">Number of credits for this module</td><td>30</td></tr><tr><td colspan="5"></td></tr><tr><td>Hours to be allocated</td><td>Scheduled learning and teaching study hours</td><td>Independent study hours</td><td>Placement study hours</td><td>Allocated Hours</td></tr><tr><td>300</td><td>72</td><td>228</td><td>0</td><td>300</td></tr><tr><td colspan="5"></td></tr></table>				Key Information Set - Module data										Number of credits for this module				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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Contact Hours		<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p><b>Written Exam:</b> Unseen or open book written exam</p> <p><b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project or in class test</p> <p><b>Practical Exam:</b> Oral Assessment and/or presentation. practical skills assessment.</p>																																						

## ACADEMIC SERVICES

Total Assessment	practical exam (i.e. an exam determining mastery of a technique)			
	Total assessment of the module:			
	Written exam assessment percentage			0%
	Coursework assessment percentage			100%
	Practical exam assessment percentage			0%
				100%
Reading List	<b>Indicative Reading List</b>			
	<ul style="list-style-type: none"><li>• De Groot, J., <i>Consuming History: Historians and Heritage in Contemporary Popular Culture</i>. London: Routledge, 2009.</li><li>• Corsane, G. ed. <i>Heritage, Museums and Galleries: An Introductory Reader</i>. London: Routledge, 2005.</li><li>• Harrison, R. <i>Heritage: Critical Approaches</i>. London: Routledge, 2012.</li><li>• Hayden, R. <i>The Power of Place: Urban Landscapes as Public History</i>. Harvard: MIT Press, 1997.</li><li>• Lowenthal, D. <i>The Heritage Crusade and the Spoils of History</i>. London: Penguin, 1996.</li><li>• Smith, L. <i>The Uses of Heritage</i>. London: Routledge, 2006.</li></ul>			
	Individual journal articles and chapters will be provided via Blackboard/library e-subscriptions			

## ACADEMIC SERVICES

## FOR OFFICE USE ONLY

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