



University of the  
West of England

## CORPORATE AND ACADEMIC SERVICES

### PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	UWE Bristol
Teaching Institution	UWE Bristol
Delivery Location	UWE, Frenchay campus
Faculty responsible for programme	Arts & Cultural Industries, Creative Industries and Education
Department responsible for programme	Arts & Cultural Industries
Modular Scheme Title	Humanities undergraduate modular scheme
Professional Statutory or Regulatory Body Links	N/A
Highest Award Title	BA (Hons) History with Heritage.
Default Award Title	N/A
Fall-back Award Title	N/A
Interim Award Titles	BA History with Heritage; Diploma in HE – History with Heritage; Certificate in HE – History with Heritage
UWE Progression Route	
Mode(s) of Delivery	FT/ PT
Codes	<b>UCAS: V1F7</b> <b>JACS:</b> <b>ISIS2: V1F7</b> <b>HESA:</b>

Relevant QAA Subject Benchmark Statements	History
CAP Approval Date	11 <sup>th</sup> February 2014
Valid from	September 2014
Valid until Date	September 2020
Version	1

## Part 2: Educational Aims of the Programme

- Students of the History with Heritage programme will understand the basic concerns of the discipline of History, which deal with the ideas, motivations, and interactions between individuals, organisations and societies in the past, and the concerns of heritage, a more malleable and fluid set of cultural practices which broadly apply historical knowledge and popular conceptions of the past to issues of association, inheritance and identity.
- Students will acquire critical, conceptual and analytical skills as evidenced in the learning outcomes.
- They will be introduced to the development of academic history, public history and heritage, and the variety of approaches adopted by their respective practitioners.
- They will be able to: engage in close reading and critical evaluation of primary sources of various kinds; feel confident in contributing to intellectual debates; analyse and evaluate the arguments of others; formulate and effectively communicate their own arguments in both oral and written modes; and to undertake independent research.
- Students will develop a critical understanding of the importance of heritage to leisure and tourism and the influence it continues to have upon the design and content of museums, galleries, broadcast media and the management of sites of historical interest.

## Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

This award critically evaluates the relationship between history and heritage in contemporary society. The students' degree work on this programme should encourage them to envisage themselves as contributing to the cultural life of the academic community and beyond. Students will learn to understand the values and priorities of heritage practitioners, audiences and other stakeholders, and the relationship between heritage, social policy, the leisure industry and historical research and interpretation. The programme is highly suitable for (but not confined to) critically minded students considering employment in the museum, heritage and cultural industries.

## Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

### A Knowledge and understanding of:

1. major forces that have shaped the historical understanding of societies and the development of ideas about heritage.
2. historical themes from the late fourteenth century to the present, with emphasis on Britain in its national, imperial and international context, western and eastern Europe, the United States of America and Africa, and the different ways in which the concept of heritage has emerged and developed in Western societies since the nineteenth century, and with respect to these themes, periods and places.
3. varieties of history, including social, political, diplomatic, cultural, religious, and the connections between them;
4. the development of History as a discipline and of the work of individual historians;

5. the development and value of the concept of heritage in British culture from the nineteenth century to the present, its impact upon the conservation and preservation of landscape and material culture, and its institutional expression through museums, historic sites, and organizational structures like the National Trust, English Heritage and the Heritage Lottery Fund.
6. The problem of dissonance and 'authorised heritage discourse' (Smith, 2006)
7. a range of modern approaches which have informed the discipline of History, for example race, ethnicity and gender;
8. key concepts, secondary and primary sources, debates and historiography.

### **Intellectual Skills:**

Students on the programme will learn to:

1. think critically;
2. analyse a situation, a condition or a problem;
3. form arguments and synthesise critical ideas;
4. understand, apply and develop concepts;
5. synthesise different types of information;
6. evaluate primary and secondary evidence.

### **Subject, Professional and Practical Skills:**

Students on the programme will demonstrate the capacity to:

1. research topics using electronic and hard-copy sources and fieldwork where appropriate;
2. make concise and structured presentations;
3. evaluate critically the range of historical sources, primary and secondary (including quantitative) data, and to present conclusions in a clear written and oral form or through other appropriate media;
4. formulate questions and design a substantial independent piece of historical research;
5. demonstrate good practice in the use of scholarly conventions (including citations and bibliography) and how this helps to communicate information.

### **Transferable Skills and other attributes:**

Students successfully completing the programme will be able to:

1. communicate effectively orally and in writing;
2. formulate and convey ideas and arguments in a limited time;
3. take responsibility for their own learning, including the exercise of initiative and the effective management of self-directed study time;

4. utilise electronic resources, for example, to carry out a literature search;
5. respond quickly and constructively to comments and suggestions;
6. construct and investigate appropriately conceived and informed enquiries.

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

<b>Learning Outcomes:</b>	UPHPK3-30-1 British History from Black Death to present day	UPHPK4-30-1 Sources for Courses	UPHPK5-30-1 Foundations of Modern Europe	UPHP5K-30-1 Introduction to Heritage	UPHPLN-30-2 Project Management	UPHPGN-30-2 Public History: Representations of the past, 1400 to present	UPHPKC-30-3 Dissertation in History	UPHPL4-30-3 History in the Public space
<b>A) Knowledge and understanding of:</b>								
<b>1</b> major forces that have shaped the historical understanding of societies and the development of ideas about heritage		X		X	X	X	X	X
<b>2</b> historical themes from the late fourteenth century to the present, with emphasis on Britain in its national, imperial and international context, western and eastern Europe, the United States of America and Africa, and the different ways in which the concept of heritage has emerged and developed in Western societies since the nineteenth century, and with respect to these themes, periods and places		X		X	X	X	X	X
<b>3</b> varieties of history, including social, political, diplomatic, cultural, religious, and the connections between them	X	X	X	X	X		X	
<b>4</b> the development of History as a discipline and of the work of individual historians	X	X	X	X	X		X	
<b>5</b> the development and value of the concept of heritage in British culture from the nineteenth century to the present, its impact upon the conservation and preservation of landscape and material culture, and its institutional expression through museums, historic sites, and organizational structures like the National Trust, English Heritage and the Heritage Lottery Fund.				X		X		X
<b>6</b> The problem of dissonance and 'authorised heritage discourse' (Smith, 2006)				X		X		X





## Part 4: Student Learning and Student Support

### Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face:face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the History with Heritage programme teaching is a mix of scheduled, independent and placement learning:

**Scheduled learning** includes lectures, seminars, tutorials, project supervision, workshops, and fieldwork. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices made.

**Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.

**Placement learning:** includes placement with a professional or community heritage organisation or group of practitioners in the region. This constitutes an average per level as indicated below.

Add field trips

### Description of any Distinctive Features

- One week's Induction Programme for orientation, study skills, library and IT resources.
- Student Handbooks and Module Outlines.
- BLACKBOARD, UWE's VLE that provides programme and module specific web pages.
- Staff / student ratios for teaching of 20:1.
- Extensive collection of digital primary sources available through the e-library.
- Dedicated office hours for all staff, student email system, trained counsellors for both pastoral and academic support.
- A wide range of teaching and learning strategies and an equally varied range of assessment modes across the award.
- Strong emphasis on the skills of the independent learner and researcher.

## Part 5: Assessment

Approved to [University Regulations and Procedures](#)



## Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

Assessment of written skills takes place through a variety of coursework ranging from short pieces (typically 1,000-1,250 words) such as book reviews and document analyses, through more conventional essays (c. 1,500-3,000 words) to extended essays (c. 5,000 words), reports on work placement experience and a dissertation or equivalent (c. 10,000 words).

Oral skills are assessed at each Level, and form part of the assessment for Level 3 in association with the dissertation or equivalent.

Additional presentation and communication skills are assessed through assignments requiring the design and creation of short films and other digital/audio-visual projects.

Work-based learning during placement is assessed by means of written assignments and a presentation.

At every Level, controlled conditions assignments complement the coursework by requiring students to answer a range of questions independently and within a tightly specified time period.

Every module has at least two pieces of assessed, written coursework as well as opportunities for students to be tested under controlled conditions, using, for example, film or other digital or audio-visual group projects, augmented by individual portfolios. With very few exceptions the latter counts for at least half of the marks.

## Assessment Map

The programme encompasses a range of assessment methods including essays, presentations, oral assessment, projects and written examinations. These are detailed in the following assessment map:

### Assessment Map for BA (Hons) History with Heritage

		Type of Assessment*					
		Unseen Written Exam	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
<b>Compulsory Modules Level 1</b>	UPHPK3-30-1	A (50)	B2 (25)	B1 (25)			
	UPHPK4-30-1				A (60)		A (40)
	UPHPK5-30-1	A (40)		B1, B2, B3 (33, 33, 34)			
	UPHP5K-30-1		A (25)	B1 (25)	B2 (50)		
<b>Compulsory Modules Level 2</b>	UPHPLN-30-2			B (50)	A (50)		
	UPHPGN-30-2		A (50)	B (35)	B (15)		
<b>Compulsory Modules Level 3</b>	UPHPKC-30-3				A (10)	A (90)	
	UPHPL4-30-3		B (20)		A (60)		B (20)
<b>Optional</b>	UPHPGQ-30-2	A	B	B			

<b>Modules Level 2</b>		(60)	(20)	(20)			
	UPHPHC-30-2	A (50)		B (50)			
	UPHPGL-30-2	A (50)		B (50)			
	UPHPHB-30-2	A (50)		B (50)			
	UPHPK9-30-2	A (50)		B (50)			
	UPHPGX-30-2	A (25)		B (75)			
	UPHPJ4-30-2		A (40)	B (60)			
	UPHPHE-30-2	A (50)		B (50)			
<b>Optional Modules Level 3</b>	UPHPK6-30-3	A (50)		B (50)			
	UPHPK7-30-3	A (40)		B (60)			
	UPHPK8-30	A (50)		B (50)			
	UPHPKQ-30-3	A (30)		B (70)			
	UPHPJY-30-3	A (40)		B (60)			
	UPHPKY-30-3	A (50)		B (50)			
	UPHPJC-30-3	A (50)		B (50)			
	UPHPLH-30-3	A (50)	B (10)	B (40)			
	UPHPJF-30-3	A (50)		B (50)			
	UPHPL5-30-3	A (50)		B (50)			

\*Assessment should be shown in terms of either Written Exams, Practical exams, or Coursework as indicated by the colour coding above.

## Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:

level and credit requirements  
interim award requirements  
module diet, including compulsory and optional modules

ENTRY	Year	Compulsory Modules	Optional Modules	Interim Awards
	1	UPHPK4-30-1 Sources for Courses: History and Evidence	There are no options at Level 1	Cert HE History with Heritage
		UPHP5K-30-1 An Introduction to Heritage		
		UPHPK3-30-1 British History from black death to present day		
		UPHPK5-30-1 Foundations of Modern Europe		

Year	Compulsory Modules	Optional Modules	Interim Awards
2	UPHPGN-30-2 Project Management in History	Students are required to take a further 60 credits of Level 2 History modules	DipHE History with Heritage
	UPHPLN-30-2 Public History		

Year Out: Not applicable for this award.

Year	Compulsory Modules	Optional Modules	Interim Awards
3	UPHPKC-30-3 Dissertation	Students are required to take a further 60 credits of Level 3 History modules.	BA History with Heritage
	UPHPL4-30-3 History in the Public Space		

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**GRADUATION**

**Part time:**

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**.

<b>ENTRY</b>	Y e a r	1	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Compulsory Modules</th> <th style="width: 50%;">Optional Modules</th> <th style="width: 50%;">Interim Awards</th> </tr> </thead> <tbody> <tr> <td>UPHPK3-30-1 British History from Black Death to Present Day</td> <td rowspan="3">There are no options at Level 1.</td> <td rowspan="3">CertHE History with Heritage</td> </tr> <tr> <td>UPHPK4-30-1 Sources for courses: History and Evidence</td> </tr> <tr> <td>UPHPK5-30-1 Foundations of Modern Europe</td> </tr> <tr> <td>UPHP5K-30-1 An Introduction to Heritage</td> <td></td> <td></td> </tr> </tbody> </table>	Compulsory Modules	Optional Modules	Interim Awards	UPHPK3-30-1 British History from Black Death to Present Day	There are no options at Level 1.	CertHE History with Heritage	UPHPK4-30-1 Sources for courses: History and Evidence	UPHPK5-30-1 Foundations of Modern Europe	UPHP5K-30-1 An Introduction to Heritage		
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UPHPL4-30-3 History in the Public Space														

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**GRADUATION**

## Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions:

### A & AS Levels

- Tariff points as appropriate for year of entry. AS General Studies is excluded from the points tariff range.
- Preference given to relevant subjects such as History and Social Science.

BTEC - An appropriate National Diploma with good standing and final year grades within the range 2 distinctions and 4 Merits – 4 Distinctions and 2 Merit.

Irish Highers – Passes with grades within the following range: BBBB – ABBC.

Access Courses – Validated access course in appropriate subjects.

Baccalaureate – European with between 70% and 74%. International with between 28 and 32 points

## Part 8: Reference Points and Benchmarks

The proposed programme directly addresses the university's strategic priorities and the QAA subject benchmarking by:

- offering an enhancement of the existing History programme which is already fully engaged with QAA benchmarking criteria as attested and evidenced by the programme's external examiners.
- engaging regional capital by emphasizing and expanding teaching and learning with regard to public history and the museum and heritage sector in the Bristol region.
- pairing UWE students with public history/heritage practitioners and employers through level 3 placement.
- accentuating the importance of 'applied history'; that is, the practical application of historical knowledge in subaltern fields and disciplines with an enhanced emphasis on employability.
- offering opportunities for inter-departmental and inter-faculty collaboration in the delivery of teaching and learning objectives
- reflecting the research of several members of staff in the History field.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

This programme is intended to highlight teaching and learning in heritage and public history already taking place in the History programme but also to enhance it by creating a designed and named pathway in applied historical skills and using the idea of heritage as a focal point. The design team sees this as an opportunity to maximize the employability potential of history-related qualifications. The teaching, learning and assessment strategy for the programme, including the proposed new module at level 1, accordingly places considerable emphasis upon practical project work, field studies, work placement and presentation skills in a range of media, in order to encourage among students. The team have consulted industry partners in the museum sector and beyond as well as current History students and received much encouragement from them.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information

on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the [University's website](#).