



PROGRAMME SPECIFICATION

| Part 1: Information | |
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| Awarding Institution | University of the West of England |
| Teaching Institution | University of the West of England |
| Delivery Location | UWE Frenchay |
| Study abroad / Exchange / Credit recognition | |
| Faculty responsible for programme | Faculty of Arts, Creative Industries and Education |
| Department responsible for programme | Arts & Cultural Industries |
| Professional Statutory or Regulatory Body Links | N/A |
| Highest Award Title | BA (Hons) History with Heritage |
| Default 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 of Delivery | SW, FT/PT. |
| ISIS code/s | ISIS2: V1V7 V1VA (SW) V1V7 (FT) |
| For implementation from | September 2017 |

| Part 2: Description |
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| <ul style="list-style-type: none"> 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.- <p>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</p> |

Part 2: Description

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.

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.

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.

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.

Regulations

Approved to [University Regulations and Procedures](#)

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:

| <i>Learning Outcomes:</i> | UPHPK3-30-1 British History from Black Death to present | UPHPK4-30-1 Sources for Courses | UPHPK5-30-1 Foundations of Modern Europe | UPHP5K-30-1 Introduction to Heritage | UPHAVN-30-2 Heritage in Practice | UPHPKC-30-3 Applied Historical Research | UPHPL4-30-3 History in the Public space |
|--|---|------------------------------------|--|---|-------------------------------------|--|--|
| A) Knowledge and understanding of: | | | | | | | |
| 1 major forces that have shaped the historical understanding of societies and the development of ideas about heritage | | X | | X | X | X | X |
| 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 | | X | | X | X | X | X |
| 3 varieties of history, including social, political, diplomatic, cultural, religious, and the connections between them | X | X | X | X | X | X | |
| 4 the development of History as a discipline and of the work of individual historians | X | X | X | X | X | X | |
| 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. | | | | X | | | X |
| 6 The problem of dissonance and 'authorised heritage discourse' (Smith, 2006) | | | | X | | | X |
| 7 a range of modern approaches which have informed the discipline of History, for example race, ethnicity and gender; | X | X | X | X | X | X | X |
| 8 key concepts, secondary and primary sources, debates and historiography. | X | X | X | X | X | X | X |
| (B) Intellectual Skills | | | | | | | |
| Think critically | X | X | X | X | X | X | X |
| Analyse a situation, a condition or a problem | X | X | X | X | X | X | X |
| Form arguments and synthesise critical ideas | X | X | X | X | X | X | X |

Part 3: Learning Outcomes of the Programme

| Learning Outcomes: | 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 | UPHAVN-30-2 Heritage in Practice | UPHPKC-30-3 Applied Historical Research | UPHPL4-30-3 History in the Public space |
|--|---|------------------------------------|--|---|-------------------------------------|--|--|
| Understand, apply and develop concepts | X | X | X | X | X | X | X |
| Synthesise different types of information | X | X | X | X | X | X | X |
| Evaluate primary and secondary evidence | X | X | X | X | X | X | X |
| (C) Subject/Professional/Practical Skills | | | | | | | |
| Research topics using electronic and hard copy sources and fieldwork where appropriate | X | X | X | X | X | X | X |
| Make concise and structured presentations | X | X | | X | | X | X |
| 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 | X | X | X | X | X | X | X |
| formulate questions and design a substantial independent piece of historical research or essay in historiography | | X | | | X | X | |
| demonstrate good practice in the use of scholarly conventions (including citations and bibliography) and how this helps to communicate information | X | X | X | X | X | X | X |
| (D) Transferable skills and other attributes | | | | | | | |
| Communicate effectively orally and in writing; | X | X | X | X | X | X | X |
| Formulate and convey ideas and arguments in a limited time | X | X | X | X | | X | X |
| Take responsibility for their own learning, including the exercise of initiative and the effective management of self-directed study time | X | X | X | X | X | X | X |
| Utilise electronic resources, for example, to carry out a literature search | X | X | X | X | X | X | X |
| Respond quickly and constructively to comments and suggestions | X | X | X | X | X | X | X |
| Construct and investigate appropriately conceived and informed enquiries | X | X | X | X | X | X | X |

Part 4: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time undergraduate student** including level and credit requirements, interim award requirements module diet, including compulsory and optional modules

| ENTRY | | Compulsory Modules | Optional Modules | Awards |
|-------|---------|---|--|--|
| | Level 1 | UPHPK4-30-1 Sources for Courses: History and Evidence UPHPK5K-30-1 An Introduction to Heritage UPHPK3-30-1 British History from Black Death to present Day UPHPK5-30-1 Foundations of Modern Europe | There are no options at Level 1 | Cert HE History with Heritage 120 credits |
| | Level 2 | UPHAVN-30-2 Heritage in Practice | <i>Students are required to take a further 90 credits of Level 2 History modules:</i> UPHPGQ-30-2 Problems of Power: US History 1766 - Present UPHPGL-30-2 Men and Women in Imperial Britain c.1700-1800 UPHAVP-30-2 The Third Reich: Origins, State, and Society, 1914-45 UPHPJ4-30-2 The First English Empire - Britain, Ireland and France, c.1000-1540 UPHPGX-30-2 Crime and Protest in England, 1750-1930 UPHPHC-30-2 Politics and Society in Ireland since 1750 UPHAVM-30-2 War and Memory: Public History and Politics in Europe since 1945 <i>Contd.</i> | DipHE History with Heritage 240 credits |

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|--|--|--|---|--|
| | | | UPHAVL-30-2 Mediated History UPHPHE-30-2 Modern South Africa: Segregation, the State and the Origins of Apartheid, 1820-1948 UPHN5V-30-2 Divine Right, Regicide and Revolution: Politics in Tudor and Stuart Britain, 1509-1689 UPHPHB-30-2 Themes in the Social and Political History of Fascism: Europe, 1890-1945 UPHPHP-30-2 Britain's Second Empire: The Transformation from Empire to Commonwealth, 1820- 1965 | |
|--|--|--|---|--|

Placement Year (taken between years 2 and 3) For students on the sandwich route. – a significant period of paid employment or self-employment. A typical placement lasts for 26 weeks or more

During this time students must complete the 30 credit level 3 module, Professional Development on Placement UPNNA5-30-3

This module assesses the student's personal development, from the experience of placement and their ability to identify issues relevant to their Placement's organisational context and to then frame, scale and position a critical work-based enquiry relevant to the specialism of the degree.

This provides a rich process in which student can make links between theory and practice, reassess themselves and confront the challenges of carrying out a role in a new organisation whilst knowing that they will have the opportunity to be supported if there is a problem and that they will be returning to the programme for a further period of reflection and learning after the placement is completed.

To be eligible for Placement students would normally be expected to have passed a minimum of 210 credits.

Placement learning: may include a practice placement: (Please note this should not be confused with Placement Year)

Students choosing the Level 3 option module **History in the Public Space** will be expected to participate in a placement equivalent of 20 days work experience. This may operate as a block, or as one day per week depending upon the requirements of the placement organisation. Placement as a block enables students to carry out the work outside of the teaching timetable (e.g.during vacations) whilst a one day per week placement allows students to take other modules without interference. The exact timing of the placement will be decided before allocation to students so that they are fully aware of commitment requirements.

As there is no expectation that students will be paid for their work, placements will normally take place in the Bristol area. Placement organisations will be made aware that any additional travel should be covered at their own expense.

| | Compulsory Modules | Optional Modules | Interim Awards |
|---------|---|---|--|
| Level 3 | <p>UPHPL4-30-3 History in the Public Space</p> <p>UPHPKC-30-3 Applied Historical Research</p> | <p>Students are required to take two Level 3 History to a maximum credit value of 60 credits:</p> <p><i>Students who have completed a Placement (and passed the relevant modules) are required to select one Level 3 History option up to a maximum credit value of 30 credits</i></p> <p>UPHN5U-30-3 Resistance to Fascism and Nazism in Western Europe: The Spanish Civil War and Occupied France 1936-45</p> <p>UPHPK7-30-3 Politics Culture and Society in Tudor and Stuart England, c. 1485-1689</p> <p>UPHPKQ-30-3 Crowds, Disorder and the Law in England, 1730-1820</p> <p>UPHPJY-30-3 Stalin and Stalinism</p> <p>UPHPJC-30-3 The Collapse of Empire and Colonial War: British and French Decolonization 1918-1965</p> <p>UPHPLH-30-3 Arc of Crisis: Great Power Rivalries in the Near East, c1821-1991</p> <p>UPHPJS-30-3 Culture, Authority and Crisis: England and its Neighbours 1348-c.1520</p> <p>UPHPL5-30-3 Mafias, Mythologies and Criminal Networks: The United States and the Globalization of Crime</p> <p>UPHAVQ-30-3 Youth and Youth Culture in Modern Britain</p> | <p>BA History with Heritage 300 credits</p> <p>TARGET AWARD</p> <p>BA(Hons) History with Heritage 360 credits</p> |

Part time:

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

| ENTRY | | | |
|----------|---|--|---|
| Year 1.1 | Compulsory Modules | Optional Modules | Interim Awards |
| | UPHPK4-30-1 Sources for Courses: History and Evidence UPHPK5-30-1 Foundations of Modern Europe | None | |
| Year 1.2 | UPHPK3-30-1 British History from the Black Death to the Present Day UPHP5K-30-1 An Introduction to Heritage | None | <ul style="list-style-type: none"> • Credit requirements 120 – Certificate in Higher Education History with Heritage |
| | Year 2.1 | Compulsory Modules: | Optional Modules: (students must choose one of the following) |
| | UPHAVN-30-2 Heritage in Practice | UPHPGQ-30-2 Problems of Power: US History 1766 - Present UPHPGL-30-2 Men and Women in Imperial Britain c.1700-1800 UPHAVP-30-2 The Third Reich: Origins, State, and Society, 1914-45 UPHPJ4-30-2 The First English Empire - Britain, Ireland and France, c.1000-1540 UPHPGX-30-2 Crime and Protest in England, 1750-1930 UPHPHC-30-2 Politics and Society in Ireland since 1750 UPHAVM-30-2 War and Memory: Public History and Politics in Europe since 1945 UPHPHE-30-2 Modern South Africa: Segregation, the State and the Origins of Apartheid, 1820- 1948 UPHN5V-30-2 Divine Right, Regicide and Revolution: Politics in Tudor and Stuart Britain, 1509-1689 UPHAVL-30-2 Mediated History | |

| | Compulsory Modules | Optional Modules: (students must choose two of the following): | Interim Awards |
|----------|--------------------|---|----------------|
| Year 2.2 | None | UPHPGQ-30-2 Problems of Power: US History 1766 – Present UPHPGL-30-2 Men and Women in Imperial Britain c.1700-1800 UPHAVP-30-2 The Third Reich: Origins, State, and Society, 1914-45 UPHPJ4-30-2 The First English Empire - Britain, Ireland and France, c.1000-1540 UPHPGX-30-2 Crime and Protest in England, 1750-1930 UPHPHC-30-2 Politics and Society in Ireland since 1750 UPHAVM-30-2 War and Memory: Public History and Politics in Europe since 1945 UPHPHE-30-2 Modern South Africa: Segregation, the State and the Origins of Apartheid, 1820-1948 UPHN5V-30-2 Divine Right, Regicide and Revolution: Politics in Tudor and Stuart Britain, 1509-1689 UPHAVL-30-2 Mediated History UPHPHB-30-2 Themes in the Social and Political History of Fascism: Europe, 1890-1945 UPHPHP-30-2 Britain's Second Empire: The Transformation from Empire to Commonwealth, 1820-1965 | |

| | Compulsory Modules | Optional Modules: (students must choose two of the following) | Interim Awards |
|----------|--|--|----------------|
| Year 3.1 | UPHPKC-30-3 Applied Historical Research | UPHN5U-30-3 Resistance to Fascism and Nazism in Western Europe: The Spanish Civil War and Occupied France 1936-45 UPHPK7-30-3 Politics Culture and Society in Tudor and Stuart England, c. 1485-1689 UPHPKQ-30-3 Crowds, Disorder and the Law in England, 1730-1820 UPHPJY-30-3 Stalin and Stalinism UPHPJC-30-3 The Collapse of Empire and Colonial War: British and French Decolonization 1918-1965 UPHPLH-30-3 Arc of Crisis: Great Power Rivalries in the near East, c1821-1991 UPHPJS-30-3 Culture, Authority and Crisis: England and its Neighbours 1348-c.1520 UPHPL5-30-3 Mafias, Mythologies and Criminal Networks: The United States and the Globalization of Crime UPHAVQ-30-3 Youth and Youth Culture in Modern Britain | |

| | Compulsory Modules | Optional Modules: (students must choose one of the following): | Interim Awards |
|----------|--|--|-----------------------------------|
| Year 3.2 | UPHPL4-30-3 History in Public Space | <p>UPHN5U-30-3 Resistance to Fascism and Nazism in Western Europe: The Spanish Civil War and Occupied France 1936-45</p> <p>UPHPK7-30-3 Politics Culture and Society in Tudor and Stuart England, c. 1485-1689</p> <p>UPHPKQ-30-3 Crowds, Disorder and the Law in England, 1730-1820</p> <p>UPHPJY-30-3 Stalin and Stalinism</p> <p>UPHPJC-30-3 The Collapse of Empire and Colonial War: British and French Decolonization 1918-1965</p> <p>UPHPLH-30-3 Arc of Crisis: Great Power Rivalries in the near East, c1821-1991</p> <p>UPHPJS-30-3 Culture, Authority and Crisis: England and its Neighbours 1348-c.1520</p> <p>UPHPL5-30-3 Mafias, Mythologies and Criminal Networks: The United States and the Globalization of Crime</p> <p>UPHAVQ-30-3 Youth and Youth Culture in Modern Britain</p> | BA History 300 credits |

GRADUATION

| Part 5: Entry Requirements |
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| The University's Standard Entry Requirements apply with the following additions: A & AS Levels |

Part 5: Entry Requirements

- 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 6: Reference Points and Benchmarks

Set out which reference points and benchmarks have been used in the design of the programme:

[Strategy 2020](#)

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.

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|---|------------------|---------|---|-----------------------------|
| First CAP Approval Date | 11 February 2014 | | | |
| Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i> | 1 February 2017 | Version | 3 | link to RIA |
| Next Periodic Curriculum Review due date | September 2020 | | | |
| Date of last Periodic Curriculum Review | | | | |