

UEA MODULE OUTLINE TEMPLATE

Section 1		
General Information		
Module Title: Religion and Rebellion: Medieval East Anglia 1066-1216		
Module code: HIS-5002S	Credit value: 20	Level (3, 4, 5, 6 or 7): 5
	Total student effort hours: 89	
Academic Year: 2017-2018	Semester: Summer 2018	
Related modules (Co-requisites, pre-requisites etc.):		
This module will be perfect for anyone studying History or History related modules. No specific knowledge of the subject is needed.		

Section 2	
Module Description and Learning Outcomes	
Description What is this module about?	<p>The module looks at two of the main themes of medieval history: religion and the exercise of secular power. The module will look at how the English state developed after the Norman Conquest in 1066, until the death of King John in 1216, as well as the rise of the power and wealth of the church during the same period. Students will investigate these themes by looking at several topics including Magna Carta; pilgrimage and the cult of saints; women and royal power; the building of castles and cathedrals.</p> <p>There will be a special focus upon the region of East Anglia and how these themes influence the history and development of the region. Students will study these aspects of the medieval world through lectures and seminars using visual and written sources as well as several field trips to see the rich history that the Middle Ages has left upon the East Anglian landscape.</p>
Learning Objectives What will you learn? (subject specific and transferable skills)	<p>Students will develop an understanding of the role of religion in medieval English society as well as how power was utilised by the royal government and its enemies. They will gain a greater understanding of how East Anglia fits into English history and the special role that it plays in medieval England.</p> <p>Students will also develop several transferable skills including:</p> <ul style="list-style-type: none"> • Critical thinking and analytical skills • The ability to read and digest academic articles • Enhanced written and oral communication skills • Referencing skills • Group working skills.
Learning outcomes?	By the end of this module you will be able to:

What will you be able to do by the end of the module?	<ul style="list-style-type: none"> • Be familiar with the main themes of twelfth century English history • Understand how a variety of factors influences these themes • Analyse primary sources both written and visual • Search for and use academic articles
Links Where does this fit in to your programme?	This module will be perfect for anyone studying History or looking at how political and religious influences changed an area over time.

Section 3	
Module Teaching Team	
Module Organiser (Including brief biographical description)	James Barnaby An associate tutor in the history department, James specialises in the Medieval Church, twelfth century letter collections and the Angevin Empire. He is currently finishing his doctoral thesis titled 'A Church for Becket? The Canterbury Dispute and the Canterbury Letters, 1184-1200'.
Co-tutors on the Module	

Section 4		
Learning Activities and Indicative Student Effort Hours		
Learning Activity	Total effort hours (module)	Indicative Effort hours per week
a) Class sessions (Lectures, workshops, lab sessions, seminars etc.)	41	10
b) Pre-class preparation and follow-up study	20	5
c) Work-based or Placement Hours	0	0
d) Formative assessments/activities	5	1.25
e) Feedback/Feed-forwards sessions	2	0.5
f) Summative assessments (essays, dissertations, oral presentations, worksheets, lab reports etc)	10	2.5
g) Background reading	0	0
h) Exams/OSCEs	0	0
i) Course Tests	0	0
j) Tutorials (individual or small groups)	0	0
Total effort hours (a + b + c + d + e + f + g + h + i + j) =	78	19.5

Section 5

Teaching Sessions

Lecture Programme (where applicable)– details for each lecture

Introductory Session

An introduction to the course, the session will discuss what the Middle Ages were as well as looking at the richness of the history of the region, the causes for it, and definitions of East Anglia.

Lecture One: East Anglia From the Neolithic to the Romans

This lecture will give a general overview of ancient England, and the role East Anglia played. Special focus will be given to the archaeological record and how the landscape of East Anglia changed during the period. The lecture will end with the collapse of Roman rule in England in AD 410.

Lecture Two: The Coming of the Saxons

Picking up where the first lecture ends, lecture two will look at the arrival of the Saxons in Britain, the formation of the Saxon kingdoms, and the decline and revival of Christianity in Britain during the period.

Lecture Three: Anglo-Saxon England

This lecture will explore the world of Anglo-Saxon England, its literature, mythology, artwork and politics. It will include a discussion on the Viking invasions and how this influenced the material and political culture of East Anglia.

Lecture Four: The Norman Conquest

This lecture will look at one of the most famous chapters of English History: 1066 and the coming of the Normans. The lecture will investigate the causes of this momentous event and the impact it had on East Anglia.

Lecture Five: The Normans in England: Rebellion and Royal Power 1066-1154

Continuing from lecture four, this lecture will investigate how the Normans consolidated their power in England. Special focus will be given to the structures of government that were instituted and how these led to several rebellions in East Anglia as well as the building and uses of castles. The lecture will conclude with the turbulent reign of King Stephen, the civil war and the succession of the first Angevin King, Henry II.

Lecture Six: The Twelfth Century Church

The Church was the most powerful force in the medieval west. This lecture will look at how the church in England changed after the Norman conquest and the foundation of some of the greatest Medieval institutions: the cathedrals and monasteries.

Lecture Seven: Pilgrimage

This lecture will investigate the phenomenon of pilgrimage, journeying to a holy site for religious benefits. It will study the reasons why people would choose such an option, its popularity and the rise of the cult of saints which had an enduring impact upon the Medieval and post Medieval world.

Lecture Eight: Chronicling the Years: Historical Writing in East Anglia

This lecture will investigate one of our most important sources for medieval history: Chronicles. Charting events year by year, chronicles were constructed by individuals and institutions for specific reasons, such as a monk writing a history of his house. With chronicles such as the Book of Ely, and the works of Ralph of Diss, East Anglia provides an excellent example of the quality, range, and motivations of historical writing in Medieval England.

Lecture Nine: East Anglia and Medieval Literature

The Middle Ages produced some of the greatest, and most enduring, literature of human history, including the epic poem Beowulf, the mythology of King Arthur, and a plethora of religious writing. This lecture will take a look at this literary world and the role East Anglia played.

Lecture Ten: The Devil's Brood: The Angevin Kings of England

Lecture nine will investigate the role that the Angevin dynasty played in the history of England. Supposedly descending from the demon Melisende, the Angevins are some of England's most famous rulers. The reigns of Henry II, Richard the Lionheart and King John will all be looked at to see how the dynasty imposed their will upon the kingdom.

Lecture Eleven: Humours and Hospitals: Medieval Medicine and East Anglia

Medicine has always played an important part in human history. This lecture will provide a basic understanding of Medieval medical theories, and how they were implemented. Particular focus will be given to the role of hospitals in East Anglia

Lecture Twelve: Rebellion and the Angevins

This lecture will discuss the unrest caused during the reigns of King Henry II and Richard the Lionheart including the great rebellion of 1173-74 and the attacks against Richard's chancellor, William de Longchamps whilst the king was on crusade.

Lecture Thirteen: Magna Carta and East Anglia

The final lecture will look at the most famous Medieval document: Magna Carta. The lecture will chart the causes of the rebellion against John and how this document came into existence. The East Anglian barons played an especially important role in the rebellion and their involvement will be looked at in depth.

Seminar Programme (where applicable)– details for each session

Seminar One: The Coming of the Saxons

This seminar will investigate the creation of Anglo-Saxon England and the rebirth of Christianity through one of the most iconic Anglo-Saxon sources: Bede's *Ecclesiastical History of The English People*.

Seminar Two: Anglo-Saxon England

Seminar Two will look at the world of Anglo-Saxon East Anglia through the surviving written and material sources, including the Life of St Edmund, one of East Anglia's most famous saints.

Seminar Three: 1066

The Third seminar will look at the events of 1066. Particular focus will be given to the Bayeux Tapestry and the role of the East Anglian nobility in the events.

Seminar Four: Norman England

Seminar four will investigate how the Normans maintained their power in England. Sources will include the famous Domesday Book as well as accounts of East Anglian rebellions against Norman rule.

Seminar Five: The Twelfth Century Church

This seminar will study some of the key themes of Church history, including accounts of building cathedrals, the monastic rule and the role of the bishop in the community.

Seminar Six: Pilgrimage

Seminar six will investigate the cult of saints and the popularity by looking at the sources for a number of local pilgrimage sites including Bury St Edmunds, the shrine of Our Lady of Walsingham and the Norwich Blood Relic.

Seminar Seven: Historical Writing in East Anglia

The seminar will look at some of the chronicles written in East Anglia, where and why they were produced, and their importance to our understanding of the medieval world.

Seminar Eight: Medieval Literature

This seminar will delve into the mythical worlds of King Arthur, Robin Hood and Beowulf. We will look at how medieval literature shaped peoples' views of the world, and how East Anglia shaped the type of literature.

Seminar Nine: The Devil's Brood

This seminar will chart the rise of the Angevin kings and the impact they had upon East Anglia. The sources looked at will include the *Cartae Baronum*, the Angevin 'Domesday', coinage and royal itineraries.

Seminar Ten: Medieval Medicine

This seminar will discuss the world of medieval medicine and its role in East Anglian society, including the care of lepers and provisions for public health.

Seminar Eleven: Rebellion and the Angevins

Seminar eleven will take an in depth look at the Great Rebellion against Henry II and the role that the East Anglian barons played. Sources will include the magnificent verse chronicle of Jordan of Fantosme as well as a variety of sources detailing the individual actions of the East Anglian elite.

Seminar Twelve: Magna Carta and East Anglia

The final seminar will look at the impact that Magna Carta had upon the east of England. Students will use a variety of sources to investigate the causes of the rebellion, the motives of those involved and what was ultimately achieved.

Other Taught Sessions Programme – Workshops, Practicals, Lab sessions, Fieldwork, Placements.

Fieldtrips may include:

Norwich Castle Workshop

The workshop will be held in the research rooms of Norwich Castle where we will get some hands on experience with medieval artefacts. Particular focus will be paid to the brilliant collection of coins (a much more fascinating subject than it sounds!) owned by the museum and the session will be led by an expert in Anglo-Saxon coinage.

Fieldtrip One: Medieval Norwich

This fieldtrip will be a walking tour of the medieval sections of Norwich, some of the best preserved in Europe. We will investigate the castle and cathedral to see how they were built and how they influenced the daily lives of the people of Norwich. We will explore some of the best preserved monastic cloisters in England, along with a

chance to see the cathedral peregrines. We will then take a stroll down some of the original medieval streets still crammed with independent artisans and boutique shops.

Fieldtrip Two: Ely Cathedral

Ely is one of the great cathedrals of Medieval East Anglia. We will have the chance to explore the site, still in daily use, with special access to the great Octagon tower. There will also be the opportunity to hear Evensong at the cathedral.

Fieldtrip Three: Medieval Suffolk

The second of our day long fieldtrips, we will head to the abbey of Bury St Edmund's, one of the most popular sites of pilgrimage in medieval England. We will explore the world of the monks, and the role they played in the life of the town. We will then go to West Stow, the site of a reconstructed Anglo-Saxon village. We will have the chance to see how the people of West Stow lived their lives in the early middle ages, as well as learning about the role of experimental archaeology in understanding our past.

Fieldtrip Four: The Great Hospital, Norwich

We will be taking a private tour of the Great Hospital. Founded by Bishop Walter de Suffield of Norwich in 1249, it is one of the longest running hospitals in the world. We will be guided through the beautiful medieval buildings still in use by Professor Carole Rawcliffe, the foremost expert on the hospital.

Section 6

Learning Support Materials – If Online Reading lists exist already, please note this in the relevant section(s) below; otherwise, please provide detail of books/other relevant materials as appropriate

<p>Required (Key) Reading</p>	<p>There is no specific set text for this course. However, if you would like to read up on the medieval world before you arrive, the below books are highly recommended.</p> <p>Barlow, F., <i>The Feudal Kingdom of England, 1042-1216</i> (Abingdon, 5th ed., 1999)</p> <p>Carpenter, D.A. <i>The Struggle for Mastery: Britain 1066-1284</i> (London, 2003)</p> <p>Southern, R. W., <i>Western Society and the Church in the Middle Ages</i> (London, 1970)</p> <p>Vincent, N., <i>A Brief History of Britain: The Birth of a Nation 1066-1485</i>, (London, 2011)</p>
<p>Recommended further reading</p>	<p>The Below books will be useful as sources for the seminars and the coursework.</p> <p>Amt, E., ed., <i>Women's Lives in Medieval Europe: a Sourcebook</i> (London, 1993)</p> <p>Arnold, J.C., <i>The Archaeology of the Early Anglo-Saxon Kingdoms</i> (London, 1988)</p> <p>Aston, M., <i>Interpreting the Landscape</i> (London, 1985)</p> <p>Barlow, F., <i>Edward the Confessor</i> (London, 1970)</p>

Bartlett, R., *England Under the Norman and Angevin Kings, 1075-1225* (Oxford, 2000)

Bartlett, R., *Why Can the Dead Do Such Great Things?*, (Woodstock, 2013)

Bates, D., *William the Conqueror* (New Haven, 2016)

'William the Conqueror and his Wider Western European World', *Haskins Society Journal* 15 (2006 for 2004), 73-88

Bates, D. and Liddiard, R., (eds.) *East Anglia and its North Sea World in the Middle Ages* (Woodbridge, 2013)

Bates, M. *East Anglia* (Reading, 1974)

Beadles, A. 'The Opponents of King John' *History Today*, 29 (1979) 279-89

Bede, *The ecclesiastical history of the English people*, Colgrave, T., trans., McClure, J & Collins, R., eds., (Oxford, 2008)

Bethell, D., 'The Making of a Twelfth Century Relic Collection', in *Popular Belief and Practice*, ed. G.I. Cuming and D. Baker, *Studies in Church History* 8 (London, 1971), 61-72

Blair, J., *The Anglo-Saxon Age: A Very Short Introduction*, (New York, 2000)

Brooke, C. N. L., *Medieval Church and Society* (London, 1971)

The Monastic World (London, 1974)

Brooke, C. N. L., and Brooke, R., *Popular Religion in the Middle Ages* (London, 1984)

Brown, R. Allen, 'Framlingham Castle and Bigod 1154-1216' in *Proceedings of the Suffolk Institute of Archaeology and Natural History*, 25 (1951) 127-48

The Normans and the Norman Conquest (London, 2nd ed., 1985)

(ed.) *The Norman Conquest of England: Sources and Documents* (Woodbridge, 1995)

Burton, J., *Monastic and Religious Orders in Britain, 1000-1300* (Cambridge, 1994)

Campbell, J., 'Norwich', in *The Atlas of Historic Towns II*, ed., M.D. Lobel (London, 1975)

The Anglo-Saxons (London, 1982)

Carpenter, D.A., *The Minority of Henry III* (London, 1990)

Carver, M., 'Anglo-Saxon Perspectives at Sutton Hoo,' *Anglo-Saxon England* 15 (1987), 139-52

'Ideology and Allegiance in East Anglia,' in *Sutton Hoo: Fifty Years After*, ed. R. Farrell and C. N. de Vegvar (Oxford, Ohio, 1992), 173-82

(ed.) *The Age of Sutton Hoo: The Seventh Century in North-Western Europe*. (Woodbridge, 1992)

Sutton Hoo: Burial Ground of Kings? (Philadelphia, Penn., 1998)

Chibnall, M., *Anglo-Norman England, 1066-1166* (Oxford, 1986),

Cheney, C. R., 'The eve of Magna Carta', *Bulletin of the John Rylands Library* 38 (1956), 311-41

'The Twenty-Five Barons of Magna Carta', *Bulletin of the John Rylands Library* 50 (1968), 280-307

Pope Innocent III and England (Stuttgart, 1976)

Church, S., *King John: England, Magna Carta, and the Making of a Tyrant* (London, 2015)

Clanchy, M. T., 'Magna Carta, Clause Thirty-Four', *English Historical Review* 79 (1964), 542-47

England and its Rulers (Malden MA, 3rd ed., 2006)

Coulson, C., 'Peaceable Power in Anglo-Norman Castles', *Anglo-Norman Studies* 23 (2001), 69-95

Castles in Medieval Society (Oxford, 2003)

Cownie, E., *Religious Patronage in Anglo-Norman England, 1066-1135* (London, 1998)

Crouch, D. 'Baronial Paranoia in King John's reign' in *Magna Carta and the England of King John*, ed. J.S. Loengard (Woodbridge, 2010) pp.45-62

'The Complaint of King John against William de Briouze (c. September 1210)' in *Magna Carta and the England of King John*, ed. J.S. Loengard (Woodbridge, 2010) pp.168-180

Cunliffe, B., *Britain Begins* (Oxford, 2013)

Darvill, T., *Prehistoric Britain* (Abingdon, 2nd ed., 2010)

Dickinson, J. C., *The Shrine of Our Lady of Walsingham* (Cambridge, 1956)

Dodwell, C.R., *Anglo-Saxon Art. A New Perspective* (Manchester, 1982)

Douglas, D. C., *William the Conqueror: The Norman Impact Upon England* (London, 1964)

Duffy. E., *The Stripping of the Altars*, (London, 1992)

Evans, A. C, *The Sutton Hoo Ship Burial* (London, 1986)

Farmer, D. H., *The Oxford dictionary of Saints* (Oxford, 1978)

Faulkner, K., 'The Knights in the Magna Carta Civil War', in *Thirteenth Century England, VIII: Proceedings of the Durham Conference, 1999*, ed. M. Prestwich, R. H. Britnell and R. Frame (2001) 1-12

Feeney, B., 'The Effects of King John's Scutages on East Anglian Subjects' *Reading Medieval Studies*, 11 (1985) 51-74

Finucane, J., *Miracles and Pilgrims: Popular Beliefs in Medieval England* (London, 1977)

Fleming, R., *Britain After Rome: The Rise and Fall, 400 – 1070* (London, 2011)

Frame, R., *The Political Development of the British Isles, 1100–1400* (Oxford, 1990)

Gillingham, J., *The Angevin Empire* (London, 2nd ed. 2000)

Frame, R., *The Political Development of the British Isles, 1100–1400* (Oxford, 1990)

Green, J., *The Aristocracy of Norman England* (Cambridge, 1997)

Harper-Bill, C., 'The Piety of the Anglo-Norman Knightly Class', in *Anglo-Norman Studies*, 2, ed. R. Allen Brown (Woodbridge, 1979), 63-77

Harvey, B., *Living and Dying in England 1100-1540: The Monastic Experience* (Oxford, 1993)

(ed.), *The Short Oxford History of the British Isles: The Twelfth and Thirteenth centuries, 1066–c.1280* (Oxford, 2001)

Hodges, R., *The Anglo-Saxon Achievement: Archaeology, and the Beginnings of English Society* (London, 1989)

Hoggett, R., *The Archaeology of the East Anglian Conversion* (Woodbridge, 2010)

Holt, J.C., 'The Making of Magna Carta' *EHR*, 73 (1957) 401-22

'The Barons and the Great Charter' *English Historical Review*, 70 (1955) 1-24

The Northerners (Oxford, 1961)

King John (Historical Assn Pamphlet, 1963)

'The End of the Anglo-Norman Realm' *Proceedings of the British Academy* 61 (1976) 3-45

Magna Carta and Medieval Government (London, 1985)

Magna Carta (Cambridge, 2nd ed., 1992)

Holt, R. and Rosser, G., (eds.), *The Medieval Town: A Reader in English Urban History 1200-1540* (London, 1990)

Hunter, J., and Ralston, I., *The Archaeology of Britain*, (Abingdon, 2nd ed., 2009)

Knowles, M. D., *The Monastic Order in England* (Cambridge, 1940)

Korner, S., *The Battle of Hastings, England and Europe* (Lund, 1964)

Lawrence, C.H., *Medieval Monasticism* (Harlow, 1984, 3rd ed. 2001)

Le Patourel, J., *The Norman Empire* (Oxford, 1976)

Feudal Empires, Norman and Plantagenet (London, 1984)

Licence, T., 'Herbert Losinga's Trip to Rome and the Bishopric of Bury St Edmund's' *Anglo Norman Studies* 34, ed. d. Bates (Woodbridge, 2011) pp.149-168

Liddiard, R., *Anglo-Norman Castles* (Woodbridge, 2003)

'The Castle Landscapes of Anglo-Norman East Anglia: A Regional Perspective' in *Medieval East Anglia*, ed. C. Harper-Bill (Woodbridge, 2005) pp.33-51

Maddicott, J. R., 'Magna Carta and the Local Community, 1215-1259', *Past and Present* 102 (1984), 25-65

Miller, E. and Hatcher, J., *Medieval England: Rural society and Economic Change 1086-1348* (London, 1978)

Morrison, S. S., *Women Pilgrims in Late Medieval England*, (London, 2000)

Nilson, B., *Cathedral Shrines of medieval England*, (Woodbridge, 1998)

Ormrod, W. M, ed., *The Kings and Queens of England* (Stroud, 2001)

Painter, S. *William Marshal: Knight Errant, Baron and Regent of England* (Baltimore, 1933)

'Magna Carta', *American Historical Review* 53 (1947), 42-49

The Reign of King John (Baltimore, 1949)

Parker Pearson, M., et al, 'Three men in a boat: Sutton Hoo and the East Saxon Kingdom', *Anglo-Saxon England* 22 (1993), 27-50

Pestell, T., *Landscapes of Monastic Foundation* (Woodbridge, 2004)

Pinner, R., *The Cult of St. Edmund in medieval East Anglia*, (Woodbridge, 2015)

Platt, C., *The English Medieval Town* (London, 1976)

Poole, A. L., *From Domesday Book to Magna Carta* (Oxford, 2nd ed., 1955)

Pryor, F., *The Making of the British Landscape* (London, 2010)

Rawcliffe, C. and Wilson, R., (eds.), *Medieval Norwich and Norwich Since 1550*, 2 vols. (London, 2004)

Reynolds, S., *An Introduction to the History of English Medieval Towns* (Oxford, 1977)

Rex, P., *The English Resistance: The Underground War Against the Normans* (Stroud, 2004)

Hereward (Stroud, 2013)

Roberts, C. & Roberts, P., eds., *Pilgrimage: The English Experience from Becket to Bunyan*, (Cambridge, 2002)

Rosener, W., *Peasants in the Middle Ages* (Cambridge, 1985)

Rubin, M., *Mother of God, A History of the Virgin Mary*, (London, 2009)

Stafford, P., *Unification and Conquest: England in the Tenth and Eleventh Centuries* (London, 1989)

Spencer, B., *Pilgrim Souvenirs and Secular Badges*, (Woodbridge, 2010)

Sumption, J., *Pilgrimage: an Image of Medieval Religion* (London, 1975)

Swanson, H., *Medieval British Towns* (Basingstoke, 1999)

Thacker, A. & Sharpe, R., eds., *Local Saints and Local Churches in the Early Medieval West*, (Oxford, 2002)

	<p>Thomas, H. M., <i>The English and the Normans</i> (Oxford, 2003)</p> <p style="text-align: center;"><i>The Secular Clergy in England, 1066-1216</i> (Oxford, 2014)</p> <p>Thompson, M. W., 'The Military Interpretation of Castles', <i>Archaeological Journal</i> 151 (1994), 439-45</p> <p>Thompson, S., <i>Women Religious: The Founding of English Nunneries After the Norman Conquest</i> (Oxford, 1991)</p> <p>Vincent, N, <i>The Holy Blood: King Henry III and the Westminster Blood Relic</i>, (Cambridge, 2001)</p> <p>Vincent, N., <i>Magna Carta: A Very Short Introduction</i> (Oxford, 2012)</p> <p>Ward, B., <i>Miracles and the Medieval Mind</i> (London, 1987)</p> <p>Ward, J. C., 'Fashions in Monastic Endowment: Foundations of the Clare Family, 1066-1314' <i>Journal of Ecclesiastical History</i> 32 (1981), 427-51</p> <p>Warren, W.L. 'What Was Wrong with King John?' <i>History Today</i>, 7 (1957) 806-12</p> <p style="text-align: center;"><i>Henry II.</i> (London, 1973)</p> <p style="text-align: center;"><i>King John.</i> (London, 2nd ed. 1978)</p> <p>Webb, D., <i>Pilgrimage in Medieval England</i> (London, 2000)</p> <p>Williams, A., <i>The English and the Norman Conquest</i> (Woodbridge, 1995)</p> <p>Williams, G., <i>Treasures of Sutton Hoo</i>, (London, 2011)</p> <p>Williamson, T., <i>Shaping Medieval Landscapes</i> (Macclesfield, 2003)</p> <p>Wilson, D. M., <i>Anglo-Saxon Art</i> (London, 1984)</p> <p>Windeatt, B. A., trans., <i>The Book of Margery Kempe</i>, (London, 1981)</p> <p>Yorke, B., <i>Kings and Kingdoms of Early Anglo-Saxon England</i> (London, 1990)</p>
<p>Other relevant study materials (e.g. CD/video/DVD resources, e-Books/Blackboard etc.)</p>	

Section 7

Formative Assessment

Formative assessment is assessment **for** learning as opposed to summative assessment which is assessment **of** learning. Its key purpose is to enable you to practice and demonstrate the academic skills and knowledge that you will be required to apply in your subsequent summative work, and to receive early feedback from your tutor(s).

Assessment Type	Assignment Deadline	Method of submission (in class, drop box, electronic etc.)	Return Date of marked work (where appropriate)	Method of return	Format and Purpose of feed-back feed-forwards
Formative Source Analysis Plan	16/7/18	In Class	18/7/18	Individual Tutorial	Guidance on how to construct a plan for a written piece of work

Assignment detail (e.g. title and type, word limit, presentation length)

A 200-300 word detailed plan to set out how the student will answer the summative source analysis.

Please copy and paste the above box for additional elements of formative assessment

Section 8

Summative Assessment

Summative assessment provides a measure of your performance in relation to a formal piece of assessed work – it is therefore often described as assessment **of** learning. Summative assessment may take many different forms (e.g. essays, projects, dissertations, portfolios, OSCEs, exams, course tests, poster presentations, oral presentations, lab reports).

Assessment Type	% Weighting	Assignment Deadline	Method of submission	Return Date of marked work	Format of feed-back	Word limit	Method of return
CW - Coursework	80	26/7/18	Electronic	1/9/18	Written	1000	Marker

Assignment title and further details (e.g. presentation length):

Source Analysis. Students will choose a primary source from a list of those which have been worked on in the class and will analyse it, extracting and discussing the key themes and ideas.

Assessment Type and Sequence No	% Weighting	Assignment Deadline	Method of submission	Return Date of marked work	Format of feed-back	Word limit	Method of return
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ATT - Attendance	20	27/7/18	N/A	N/A	N/A	N/A	Marker
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Assignment title and further details (e.g. presentation length):

Participation in discussions during the seminars and attendance at lectures.

Please copy and paste the above box, and amend as necessary, for additional elements of summative assessment

Section 9				
Mapping Assessment to Module Learning Outcomes				
Using the boxes below, indicate which outcomes may be demonstrated in the relevant summative assessments.				
Learning Outcomes	Summative Ass 1	Summative Ass 2	Summative Ass 3	Summative Ass 4
Analytical Skills	Yes	Yes		
Written Communication Skills	Yes			
Using Academic Sources	Yes	Yes		
Referencing Skills	Yes			

Section 10
Attribute development

On this module you will develop knowledge, insights and attributes that are readily transferable into future or current work settings. The attributes are articulated below so you can understand how the module will help you thrive on your course and prepare you for the world of work. **These attributes are also articulated within the UEA Award. Please indicate by checking (X) those sub-attributes that will be demonstrated via engagement with this module.**

Academic excellence		Critical thinking & problem solving		Learning & personal development		Digital literacy and IT	
In-depth and extensive knowledge, understanding and skills in chosen discipline(s)	<input checked="" type="checkbox"/>	A capacity for independent, conceptual and creative thinking	<input checked="" type="checkbox"/>	A commitment to developing professional values, self-insight and capabilities	<input checked="" type="checkbox"/>	Confidently employ a range of digital technologies for academic and professional/ career development purposes	<input type="checkbox"/>
The ability to collect, collate, analyse and critically engage with a wide range of information sources, and evidence	<input checked="" type="checkbox"/>	A capacity for informed argument and logical reasoning	<input checked="" type="checkbox"/>	The ability to respond positively to constructive criticism and feedback from peers, tutors and colleagues	<input checked="" type="checkbox"/>	Use appropriate digital technologies and resources to locate diverse types of information for both academic and non-academic purposes	<input checked="" type="checkbox"/>
The ability to analyse and critically engage with a wide range of concepts and ideas	<input checked="" type="checkbox"/>	A capacity for problem identification and problem-solving	<input checked="" type="checkbox"/>	Self-confidence and an ability to exercise own 'voice'	<input checked="" type="checkbox"/>	The ability to critically evaluate and engage with the information obtained	<input checked="" type="checkbox"/>
Self-management & professionalism		Team working and leadership		Communication		Applied numeracy and technical proficiency	
A capacity for taking responsibilities and ownership of actions	<input checked="" type="checkbox"/>	An ability to co-operate and collaborate with others, including working to shared aims	<input type="checkbox"/>	An ability to communicate in written form for different purposes, audiences and contexts	<input checked="" type="checkbox"/>	An ability to perform routine calculations in daily tasks and in applied contexts	<input type="checkbox"/>
An ability to manage time effectively, including setting priorities, juggling competing demands and meeting deadlines	<input checked="" type="checkbox"/>	An ability to take other viewpoints, have empathy for other people's position and give constructive feedback	<input checked="" type="checkbox"/>	An ability to communicate in person for different purposes, audiences and contexts	<input checked="" type="checkbox"/>	An ability to analyse and interpret data and evidence	<input type="checkbox"/>
An understanding of work cultures and practices, including work place professionalism	<input checked="" type="checkbox"/>	An ability to motivate and lead others, including taking the initiative and delegating when required	<input type="checkbox"/>	An ability to network effectively with others for specific purposes	<input type="checkbox"/>	Proficiency in skilled techniques used for academic and professional purposes	<input type="checkbox"/>
Career management		Commercial awareness		Innovation and enterprise		Citizenship and stewardship	
A capacity to reflect on and articulate qualities, strengths and attributes	<input checked="" type="checkbox"/>	A knowledge of the link between academic subjects and their commercial applications	<input type="checkbox"/>	The confidence to introduce and establish something new	<input type="checkbox"/>	An understanding of your place within local and global communities	<input type="checkbox"/>
The ability to research specific job and career areas	<input type="checkbox"/>	An understanding of business priorities and the needs of graduate employers	<input type="checkbox"/>	The potential to take an idea through to its practical application	<input type="checkbox"/>	An awareness of the need to manage shared and finite resources, including an appreciation of moral and ethical dimensions	<input type="checkbox"/>
An ability to present your experience and attributes positively to graduate employers	<input checked="" type="checkbox"/>	The ability to understand and prioritise customer needs	<input type="checkbox"/>	The potential to apply an enterprising mind-set to situations	<input type="checkbox"/>	An ability to improve the lives of others and lobby for positive change through community and/or political engagement	<input type="checkbox"/>

Section 11

Module Enhancements

Changes made to this module in the light of student feedback and Module Review

The opportunity to hear evensong at Ely Cathedral. Alterations to the Suffolk Trip to provide more time at the sites. Lectures to be given on Medieval Literature and Medieval Medicine

Section 12

Useful Links

The following hot links provide quick and easy access to key sources of information and sources of support within the University and important policies that you need to be aware of.

[General Regulations](#)

[Attendance and Engagement & Progression \(General Regulation 13\)](#)

[Coursework Submission Process](#)

[Plagiarism and Collusion Policy](#)

[Extenuating Circumstances Policy](#)

[Senate Marking Scales \(UG and PGT\)](#)

[Support for Students with Specific Learning Difficulties \(SpLDs\)](#)

[Learning Enhancement Team \(DOS\)](#)

[Link to past examination papers](#)

Other useful links and sources of information, guidance and policies can be found in the LTS Document Library.

Click this [Link](#)

Guidance for Academic Staff when Completing this Module Outline Template

Please use language which is free of unnecessary jargon and acronyms. Delete or mark as not applicable any sections which do not apply to a particular module – but please check before doing so that this is, in fact, the case. It might be appropriate to customise information in the outline if the modules are delivered online. Module Organisers may add any further information they believe to be useful to students to the outline.

Section 1 – General Information

Basic but crucial information is provided here. Staff should note that in accordance with the QAA's *Framework for Higher Education Qualifications* (FHEQ), the old levels 1, 2, 3 (UG) and Masters levels have been replaced by Levels 4, 5, 6 (UG) and Level 7 (Masters). See 4. below for Student Effort Hours.

Section 2 – Description and Learning Outcomes

The description needs to reflect the salient features of the module whilst ideally being less than 100 words. The description should be written in an accessible style and should emphasise any innovative elements in the teaching approach (e.g. the use of technology-enhanced learning).

Section 3 – Module Organiser and Teaching Team

A brief biographical description of the Module Organiser and/or the other module lecturers is often valued by students. These should be brief (i.e. less than 100 words) and accessible and could include a link to the person's web-page.

Section 4 – Learning Activity & Student Effort Hours

Student Effort Hours: In accordance with FHEQ/QAA guidance, student effort hours will be based on the following number of total effort hours per credit: 1 credit = 10 student effort hours. This results in the following effort hours totals:

Module Credit Value	Total Student Effort Hours (QAA)
20	200
30	300
40	400
60	600
80	800

Please ensure that you indicate how student effort hours are distributed across the module. This information ensures that students are better prepared for their studies and better-equipped to allocate time to specific aspects of the learning experience. Delete or mark as not applicable any sections which do not apply to a particular module.

Note: Given the diversity of pedagogical approaches and learning activities within modules across the 4 faculties, it is not expected that a figure for 'effort hours' is allocated for all categories (a – j) in the table above – a figure is only required where relevant or appropriate for the module concerned.

Section 5 – Teaching Sessions

Module Organisers should use this section to indicate the sequence of scheduled (timetabled) sessions, including lectures, seminars, lab sessions, tutorials, placements etc.

Section 6 – Learning Support Materials

A wide range of materials can be flagged in this section, including books, journals, websites, e-Journals, e-Books, magazines, newspapers, DVDs, CDs, Videos, etc. **Information does not need to be recorded here if an Online Reading List is made available via Talis Aspire (Reading Online).** Please indicate if this is the case. Suggested wording:

“The reading list for this module is in [Reading Online](#) and can be accessed via the Reading List link in Blackboard, or by searching for the module code or title from the front page.”

The Talis Aspire Reading List software (Reading Online) is a self-service system designed to be used by academic staff or their representatives and should be regarded as the ‘tool of choice’ for reading lists where appropriate. It is also the mechanism whereby academics, or their representatives can request scans of book chapters from the library. Contact lib.reading@uea.ac.uk for advice.

Otherwise, this information, along with any accompanying reading list, should also be forwarded to the Library to ensure resources are in place, ideally 8 weeks prior to the start of each semester so that materials can be on the shelves in time.

Section 7 – Formative Assessment

Formative assessment should be included in modules. It provides students with an excellent opportunity to test their understanding of material, receive feedback on their work and achieve a better understanding of what is required at a given level of study. Formative assessment does not count towards the final module mark. It is designed to help inform a student, developing subject matter and skills, all of which are measured within summative assessment (which counts towards the module mark). The information may also be used to inform the Module Convenor as to the student’s level of engagement for other purposes. There is no requirement for formative assessment to be marked anonymously. Module Organisers are encouraged to ensure a ratio of at least 1:1 between formative and summative assignments. Formative work should underpin summative assessment and can take many forms, such as a specific assessment that is submitted or exercises in laboratory or seminar classes where students are given feedback directly. Formative assignments should be returned in a timely manner such that students are able to draw on the feedback they receive prior to completing and submitting their related summative assessments.

Section 8 – Summative Assessment

Summative assessment counts towards the final module mark. Summative assignments (with the notable exception of projects and dissertations) should be returned as quickly as possible, and no later than 20 working days. Assignment deadlines can only be set on Monday to Thursday and only on days when the University is open for business.

The word limit indicated will be displayed to students on eVision and on the coursework coversheet. Where an assessment is by examination, please indicate if this will take place in the main series or some other time. Where assessment is by Course Test, please indicate the date and time of the test and whether the test will take place in- class or will be formally invigilated, in which case the request will be made to the Assessments and Quality Office by LTS team members.

The total assessment weightings of all summative pieces for the module must add up to 100%. All items which have a percentage attached must be listed individually.

Section 9 – Mapping Assessments to Module Learning Outcomes

This section makes it clear to students how the assessments on the module will enable them to demonstrate the achievement of the module’s Learning Outcomes.

Section 10 – Attribute Development

Students need to understand how modules will develop attributes beneficial to their academic progression and desirable to graduate employers. Module Organisers can use this section to indicate specific attributes that students will have the opportunity to gain. This might include both

disciplinary-specific knowledge and skills, and attributes of a more generic, transferable nature (e.g. effective communication, team-working). Individual modules are not expected to include all attributes.

Section 11 – Module Enhancements

It is important that students know how they will be able to give feedback on their modules, both during the module and after they have completed it. But it is also critically important that students know how Module Organisers have acted upon the feedback received. Module Organisers should ensure that they convey actions taken in the light of feedback to the students who provided it. This should be done quickly after the data in online module evaluations is received by MOs. It is also important that the next cohort of students on a module know that their feedback will be taken seriously. This is best demonstrated by ensuring that quality enhancement actions taken to address the concerns of the previous cohort are communicated in the Module Outline. Research in the sector demonstrates clearly that students are much more likely to provide feedback if they can see for themselves how previous student feedback has been embraced and acted upon. It is expected, within Chapter B5 of the UK Quality Code, that the feedback loop is closed, hence the inclusion of Section 11 in this template. In this section Module Organisers may also articulate how, for example, students can use the student representation system (their student reps) to feedback issues via School SSLCs, and they can also explain that an online module evaluation will be available, with the opening and closing date clearly conveyed.

Section 12 – Useful Links

Staff may add other hot links to this section that they feel are particularly useful for students.

V1- Approved by LTC 3/12/14 -Minute 50

V2-minor amendments to Section 6 and guidance notes to include reference to online reading lists
Feb 2016