

Course record information

Name and level of final award	<ul style="list-style-type: none"> • Bachelor of Arts with Honours - Culture, Environment and Social Change • Bachelor of Arts with Honours - Culture, Environment and Social Change with International Experience • Bachelor of Arts with Honours - Culture, Environment and Social Change with Professional Experience • Bachelor of Arts with Honours - Culture, Environment and Social Change with Professional and International Experience <p>The award is Bologna FQ-EHEA first cycle degree or diploma compatible</p>
Name and level of intermediate awards	<ul style="list-style-type: none"> • Bachelor of Arts (BA) - Culture, Environment and Social Change • Diploma of Higher Education (Dip HE) - Culture, Environment and Social Change • Certificate of Higher Education (CertHE) - Culture, Environment and Social Change • Undergraduate Credits - Culture, Environment and Social Change
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Central London
Language of delivery and assessment	English
QAA subject benchmarking group(s)	QAA Undergraduate Characteristics Statement
Professional statutory or regulatory body	
Westminster course title, mode of attendance and standard length	<ul style="list-style-type: none"> • Culture, Environment and Social Change, Full-time, September start - 3 years standard length with an optional year abroad or placement • Culture, Environment and Social Change, Part-time day, September start - 6 years standard length with an optional year abroad or placement
Valid for cohorts	From 2026/7

Admissions requirements

There are standard minimum entry requirements for all undergraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here: <https://www.westminster.ac.uk/study/undergraduate/how-to-apply>

Recognition of Prior Learning

Applicants with prior certificated or experiential learning at the same level of the qualification for which they wish to apply are advised to visit the following page for further information:

<https://www.westminster.ac.uk/current-students/guides-and-policies/student-matters/recognition-of-prior-learning>

Aims of the programme

The BA Culture, Environment and Social Change (BA CESC) will enable you to explore the most important issues in the world today – including climate change, resource depletion, mass migration, and social inequality – from a variety of disciplinary perspectives. You will examine how the historical forces of colonialism and capitalism have laid the foundations for contemporary environmental and social crises. You will learn how to critically analyse the ways humans understand, experience, and impact the natural world. You will gain a clear understanding of how cultural media and institutions have shaped the evolving relationships between societies and environments in the Global North and South. Engaging with literature, visual art, cinema, museums, and archival materials, you will consider how cultural forms and objects affect the ways we think, feel, and act towards other peoples, places and things. You will reflect upon the imaginative and material challenges that confront artists, activists, and writers who aim to enact social change, and critique the efficacy of different forms of advocacy, protest, and resistance in a variety of cultural and historical contexts. In so doing, you will place the study of society and the environment in relation to broader debates about race, gender, sexuality, class, and belief.

While your core modules will introduce you to key ideas and theories in environmental humanities and social justice, your option modules will enhance your knowledge of other subject areas. This will allow you to experience different methodological perspectives on contemporary environmental and social issues. You will have the opportunity to develop a specialism by selecting a specialised interest in Language and Communication, Law, or Politics throughout the degree. Alternatively, you might wish to enhance your familiarity with multiple disciplinary approaches by selecting options or electives from English Literature, Creative Writing, Sociology, and History in addition to the fields of study named above.

Ultimately, the BA Culture, Environment and Social Change aims to enable environmentally and socially conscious global citizens. Upon graduating, you will have the skills to engage creatively and critically with the past, present, and future of the world around you. You will develop the intellectual and emotional tools to make sense of a complex and dynamically changing world at a variety of different scales. You will be alert to historical and contemporary forms of inequality and injustice, able to advocate for social change, and prepared for work in a wide spectrum of areas including policy-making, campaigning, education, government, the arts, and industry.

International and Professional Opportunities

One of the highlights of our BA Culture, Environment and Social Change is the opportunity to embark on a transformative international or professional placement, or indeed combine the two! The international and professional opportunities we offer can be tailored to your personal circumstances, meaning you can mix and match semester-long work placements in the UK with semester-long study or work placements overseas, or opt for a full year studying or working abroad or on a work placement here in the UK. You can even choose to study abroad for one semester in the second year, when you'll take equivalent subjects to those of your degree at one of our international partner institutions - organised by Westminster!

When you've successfully completed your second year of study, you'll be eligible for a yearlong sandwich year, which you can shape according to your personal circumstances and interests. You can choose between a year studying at an international partner institution (organised by Westminster) or arrange your own yearlong placement working or volunteering overseas (with support from Westminster). If you'd prefer to do both, then why not combine educational and professional experiences by studying for one semester at an international partner institution and working or volunteering abroad for the other semester? Alternatively, if you'd rather gain professional experience in the UK, you can opt for a UKbased year or semester in industry, with the possibility of spending the second semester working or studying abroad. Whatever combination you choose, this rare range of flexible international and professional opportunities offers an immersive experience in different working and/or learning environments, allowing you to acquire real-world skills, build a network of contacts and get a head start in your career.

For those seeking a shorter international experience, we also offer flexible opportunities in the form of field trips. Our international field trips usually last five days and are open to all students to apply. The destinations and activities change yearly, but past School-run field trips have included places as varied as Morocco, Marseille and Montreal. The field trips are organised in-house and led by academic staff members with cultural and linguistic knowledge of the destination. And the best bit? The trips are fully funded, so there's no need to worry about the cost!

As you embark on your BA Culture, Environment and Social Change journey, rest assured that your international or professional experience, coupled with advanced linguistic and cultural competence, will set you apart in the eyes of employers. Graduates who have developed a global perspective are highly sought-after in today's interconnected world. Join us in our commitment to producing articulate, resourceful, creative, and critically aware graduates. We aspire to prepare you for success in diverse intercultural and professional environments, equipping you with the necessary tools to thrive in your chosen field. We look forward to welcoming you to our vibrant community, where cultures and opportunities converge to shape your future.

Employment and further study opportunities

University of Westminster graduates will be able to demonstrate the following five Graduate Attributes:

- Critical and creative thinkers
- Literate and effective communicator
- Entrepreneurial
- Global in outlook and engaged in communities
- Social, ethically and environmentally aware

University of Westminster courses capitalise on the benefits that London as a global city and as a major creative, intellectual and technology hub has to offer for the learning environment and experience of our students.

Today's organisations need graduates with both good degrees and skills relevant to the workplace. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.

The BA CESC aims for its graduates to have the knowledge, skills, motivation, networks and connections to work across a wide variety of fields. The flexible toolkit of skills developed on the course facilitates movement into and between many different careers in rapidly-changing professional worlds. Issues of environmental and social justice, equality, diversity, and inclusion are high in the priorities of many government organisations and large business organisations, in NGOs and charities, in education, and in creative, cultural, and communication industries. Most large and medium-sized organisations are establishing diversity and inclusion departments and roles. Specific job roles could include: diversity and inclusion manager; recruitment officer; talent developer; community liaison; sustainability development officer; accessibility policy advisor; HR officer; work in local or national equalities commissions; museum educator; outreach officer; teacher; digital content producer, or work in charitable or campaigning businesses.

In addition, the BA CESC with International Experience provides an extended period of individual and academic development in a different national context. The BA CESC with Professional Experience ensures that, through the Work Experience year, students have the opportunity of an extended period of integrated learning from the professional workplace.

Both courses are part of the Employing Humanities programme. Employing Humanities is a School-wide scheme designed to develop work-readiness and to draw attention to the wide applicability of Humanities skills in working life and careers. Employing Humanities is staged at each level of study and is embedded in the Academic Tutorials: level 4 is reflective, level 5 is experiential, and level 6 is spring-boarding into future work. Each level has a variety of appropriate activities, including employer fairs tailored to Humanities students and the 'Hackathon' where employers provide live briefs for student work. The programme also networks students into the many services, events and training provided by the Career Development Centre.

The BA CESC is intended to provide students with sophisticated critical and practical skills and a strong knowledge base across several different disciplinary fields. This enables further study at MA/MSc or PhD levels in a range of possible specialisms.

What will you be expected to achieve?

Learning outcomes are statements of what successful students have achieved as a result of learning. These are threshold statements of achievement the learning outcomes broadly fall into four categories:

- The overall knowledge and understanding you will gain from your course (KU)
- Graduate attributes are characteristics that you will have developed during the duration of your course (GA)
- Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)

- Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)
- Cognitive Skills, are learning outcomes that help build a conceptual understanding that is necessary to devise and sustain arguments, and/or to solve problems and comment on research.

Level 4 course learning outcomes: upon completion of Level 4 you will be able to:

- 001 Communicate your ideas confidently and clearly in a variety of written, verbal, and visual forms in an appropriate register; (KTS)
- 002 Explain and interpret core concepts and methodologies of environmental humanities, including the accurate use of terminology; (KU)
- 003 Evaluate the interconnection of environmental, social and cultural phenomena such as capitalism, colonialism, and climate change across time and space; (KU CS)
- 004 Demonstrate developing research skills in your ability to collect data, and locate, select and evaluate sources; (GA KTS)
- 005 Identify environmental and social problems across traditional disciplinary boundaries and explain them through a range of media including academic and creative forms of text and image; (KU)
- 006 Confidently utilise the full range of bibliographic conventions particular to the Humanities, including citation practices, and effectively manage source material and scholarly presentation; (GA)
- 007 Recognise the range of employment opportunities, specifically in areas such as ecology, advocacy, non-governmental sectors, conservation, journalism, law and justice, and education and research. (PPP)

Level 5 course learning outcomes: upon completion of Level 5 you will be able to:

- 008 Demonstrate practical understanding of research methods and employ ethical handling, processing and management of data and sources; (KTS)
- 009 Reflect on and evaluate learning gains from experience in a professional context and leverage these insights in your professional development planning; (PPP)
- 010 Devise and deploy effective and appropriate communication strategies in a range of specialist academic and professional contexts; (KTS)
- 011 Undertake transdisciplinary analysis of challenges in culture, environment, and society; (KU CS)
- 012 Critically reflect on the relationship between the individual, social movements and politics, and cultural, environmental and social change; (KU CS)
- 013 Analyse environmental issues through the lenses of intersectionality and inequality; (KU)
- 014 Construct creative responses to contemporary challenges; (KU)

Additional Year course learning outcomes: upon completion of Additional Year you will be able to:

- 015 Work and/or study independently in another cultural and, where appropriate, linguistic environment for a sustained period (GA)
- 016 Record and reflect on the social, cultural, and, where appropriate, linguistic and/or employability experiences gained (GA)

Level 6 course learning outcomes: upon completion of Level 6 you will be able to:

- 017 Demonstrate an in-depth understanding of contemporary issues in the study and representation of climate change, mass migration, social justice, protest, and inequality; (KU)
- 018 Construct complex, sophisticated and independent arguments about race, gender, sexuality, class, and belief; (CS)
- 019 Develop specialised interests in the study of culture, environment, and society; (KU)
- 020 Synthesise and comparatively compose ideas and practice across disciplines; (CS)
- 021 Demonstrate advanced capacity to apply the methods and concepts acquired to critically analyse and propose solutions to real-world problems in the structures of human societies and cultures; (GA KTS)
- 022 Demonstrate confidence, capability and preparedness to propose and advocate for changes to working, organizational, and social environments; (PPP)

- 023 Creatively communicate the role cultural forms and objects play in how we think, feel and act towards other peoples, places, and things; (KTS CS)
- 024 Demonstrate personal and professional preparedness for work and/or further study. (PPP)

How will you learn?

Learning methods

The specific teaching and learning strategies adopted on the BA Culture, Environment and Social Change (BA CESC) and BA Culture, Environment and Social Change with International/Professional Experience (BA CESC-IE/PE) use a variety of inclusive learning, teaching and assessment methods to ensure that, together, they enable and empower every student to fulfil their potential and achieve a successful outcome. The wide range of necessary knowledge and skills required for the successful understanding of issues of environmental and social justice across disciplines, professions and activities means that a correspondingly wide range of strategies is adopted to facilitate students in their acquisition of this knowledge and development of the appropriate skills to engage and act on these issues. Learning material is presented in ways that emphasise the combination and blending of the theoretical and practical elements of the subjects.

Supporting the University of Westminster's Black Lives Matter Commitment Plan as well as the wider Equality, Diversity and Inclusivity agenda, the BA CESC and BA CESC-IE/PE have been developed using an inclusive approach that ensures you will have a learning experience that respects diversity, encourages active participation, considers students' varying needs, encourages and enables you to tailor your learning according to your career and individual aspirations, and equips you with the skills to work in a changing and diverse world. The course team is fully committed to equality, diversity and inclusivity in the curriculum, in teaching, learning and assessment practices, and in our learning spaces. We aim to eliminate all arbitrary barriers to your learning and to work with you to achieve that aim.

Our aims are underpinned by three principles:

- provision of an inclusive learning environment, both physical and digital;
- Diversification and inclusivity of the curriculum;
- provision of diverse and inclusive co-and extra-curricular activities.

Practically, you will see our commitment working in the following ways, for example:

Inclusive learning environment:

- accessible materials are provided across all modules;
- a range of assessment modes is employed, for example in the modules Climate, Change and Culture and Contemporary Issues and Challenges, where students will produce several pieces of work and select those that they wish to enter for summative assessment; similarly, in the module Land, People, Culture students will be able to choose both the topic and the type of artefact created as part of the assessment, which can be text-based, visual, or audio.

Diversification of the curriculum

- modules such as Land, People, Culture, Representations and Theories of Environmental and Social Injustice, Making Memory, Issues in Culture, and Social Change deploy a range of case studies and real-world examples of injustice and resistance from contexts across the Global North and South;
- students' self-selection of study topics and assessment area on Contemporary Issues and Challenges ensures a diverse range of voices and narratives are heard on the module;
- the theoretical approaches engaged with on the modules include areas such as Queer Theory, Feminism, and Critical Race Theory, all of which enable students to reflect on their own positionality in relation to others. The ethnographic aspects of the Level 5 tutorial similarly encourage students to reflect on their learning and research in relation to their lived and embodied experience;
- reading lists have been constructed to ensure diversity and representativeness.

Diverse and inclusive co- and extra-curricular activities:

- the choice of professionals for practice-based seminars will prioritise issues of diversity and inclusion across the range of professions and industries relevant to the course;
- fieldwork and study visit locations will be selected in consultation with students.

The BA CESC has been designed to embed Education for Sustainable Development in line with the UN's Sustainable

Development Goals. The course outcomes, learning objectives, and learning and teaching methods all reflect the mutual commitments to environmental and social justice foregrounded in the SDGs. The course engages with and encourages students to critically respond to all 17 SDGs, while specific modules will enable you to explore in detail how different forms of cultural, political, and social action may facilitate or frustrate the attainment of SDGs 1 (No Poverty), 4 (Quality Education), 5 (Gender Equality), 7 (Affordable and Clean Energy), 10 (Reduced Inequalities), 11 (Sustainable Cities and Communities), 12 (Responsible Consumption and Production), 13 (Climate Action), 15 (Life on Land), 16 (Peace, Justice and Strong Institutions).

Learning methods are aimed at facilitating your active and critical learning by the acquisition, understanding and application of knowledge, skills, and professionalism. The learning methods employed on the BA CESC and BA CESC-IE/PE vary depending on the type and content of a module and its intended learning outcomes, but all are based on a principle of active engagement in which students develop the responsibility and capacity for their own learning, both within and beyond the classroom.

A central element of the course is the tutorial module. This is a weekly meeting in a very small group with your Academic Tutor, where you will be able to bring together learning from your different modules, develop projects, work through assessment preparation and feedback, and personalise your learning experience.

Learning methods include:

- Class-based learning (seminars, workshops, tutorials), usually augmented by learner engagement with weekly pre-class content provided online (recordings, readings, prep tasks, etc.);
- Team/groupwork inside and outside of the classroom to enable students to further develop their teamwork skills to work effectively in a professional environment;
- Learner engagement with weekly post-class consolidation and/or practical tasks feeding into the next session;
- Independent study including reading, seminar preparation, and assessment preparation;
- Engagement with library and online sources to develop students research and analysis skills;
- Interaction with external speakers and industry professionals to enable students to appreciate how the taught material is applied across a range of professions and how various technologies / tools / methods / techniques are used across a range of professional activities;
- Informal learning in peer groups;
- Study visits and fieldwork.

The BA CESC-IE/PE also incorporate experiential, work-based learning.

Students are supported throughout their studies by Blackboard, the University's Virtual Learning Environment (VLE), web-based teaching materials, and the Library and IT services. Blackboard functions as an interactive and dynamic digital learning platform and provides access to sites that give important information related to the course, individual modules, and general university information. The Blackboard module sites are used for online collaborative learning activities and provide ready access to online module readings, seminar plans and assessment schedules, pre-recorded lectures, and a wealth of other learning materials. Blackboard is also used for assessment purposes, including electronic coursework submission and feedback.

Teaching methods

Our teaching methods are aimed at enabling students' active participation in their learning through knowledge and skills acquisition by means of critical discussion, engagement, self-study, and practical experience. The teaching strategies employed on the BA CESC and BA CESC-PE are wide-ranging and vary across the modules that make up the programme of study. Those selected for an individual module depend on what is most appropriate for the module's topic, learning outcomes, and assessment strategy. They may involve seminars, workshops, tutorials, and, for the final Project, individual supervision sessions. All modules combine critical and theoretical debate with practice-focused discussion and activities. This approach encourages students to actively participate and get immediate individual feedback from peers and/or the teacher. Our teaching practice respects diversity of experience and opinion and provides a supportive space for learning.

Seminars are used to provide a firm grounding in the theory, methods, and techniques relevant to the module's topic. Seminars are made up of varying combinations of short, lecture style presentations from seminar leaders, student presentations and peer to peer feedback, plenary discussion, and work in small groups.

Practical workshops will be led by industry experts (alongside academic staff), in appropriate spaces (including off site and online), and during them students will sometimes work alone, sometimes in groups, on practical problem-solving and receive training in relevant tools and methods.

Lectures are very occasionally used if this is appropriate to the material but generally, more active learning is encouraged. Where lectures take place, they include interactive and participatory work.

Individual Supervision is provided to students working on their final Project. The final Project module is designed to unify and integrate skills and knowledge gained on the individual taught modules. It provides the opportunity to put into practice and extend what has been learnt in relation to specific, real world contexts. To support you in successfully completing the Project, you will be allocated a supervisor who is a member of academic staff. The supervisor will, in most cases, have research interests and/or professional experience in the area of your chosen project area or research topic.

Each module will provide the following online support: access to teaching material in a range of formats, online reading lists and access to e-readings, discussion boards, virtual study rooms for students to collaborate, and space for individual and group online meetings. Individual support for each module will be available from the module's teaching staff. At key stages in your academic studies, the decisions you will need to make – such as choice of option modules and Dissertation/Project topic – will be guided and supported by your Academic Tutor. Students will also be supported by the Course Leader and helped with personal issues that arise during their studies by their Personal Tutor and, where appropriate, the School Senior Tutor.

Assessment methods

Assessments and feedback are an integral part of the learning process and enable you to gauge your progress in relation to learning outcomes; reflect on what you have learned; identify areas in which you are strong and areas in which you could further develop the right skills to enable success; and help you make informed decisions on the pace and focus of your own independent learning. On the BA CESC and BA CESC-IE/PE all assessments and feedback mechanisms are designed to form part of the learning experience and will take a variety of forms. For example, assessments may involve practical exercises ranging from small tasks that might be completed during a seminar to more complex tasks, such as the design and production of an artefact, data collection and analysis, or the investigation of a critical issue. Some of the assessments are designed to be completed individually, while other assessments may require students to work as part of a team, emulating as closely as possible the environment students will encounter in a professional setting.

Types of assessment used on the BA CESC and BACESC-IE/PE include essays, oral presentations, podcasts and video essays, portfolios of professional forms of writing (e.g. content for websites, newsletters, education guides, policy briefs) and data collection and analysis. The courses have both formative and summative assessment. Formative assessment helps you establish where you are in your learning journey, what you have learned so far, and where you may improve; formative assessment does not contribute to your overall grades. Summative assessment measures how much you have learned in a way that contributes to your overall grades.

The type and nature of the assessments employed on the BA CESC and BA CESC-IEPE varies depending on the module and its associated learning outcomes. The guiding principles in designing a module's assessment and its associated feedback are Purpose, Progression and Personalisation.

Purpose:

- assessment is authentic, meaning that it provides the chance to apply knowledge and competencies to real-world cases, situations, and briefs;
- the assessment method(s) used are clearly relevant to the module's learning outcomes;
- consideration is given to the amount of effort and time required to complete the task(s) and to maintain a balanced assessment load.

Progression:

- the choice of assessment method(s) employed provides an opportunity for new learning and contributes to the learning process;
- assessment(s) are clearly related to the overall pattern of the course; they are developmental and not unnecessarily repetitive;
- less familiar types of assessments are prepared for through formative work or with smaller elements practised in various modules.

Personalisation:

- you are able to make the assessment your own by choice of format or content;
- timely and forward-looking feedback is given for all assessments;
- guidance on how you can improve your performance in future is given, either individually or as part of a group.

All assessments that contribute to final grades will be assessed against clear assessment criteria stated in module descriptors. These assessment criteria are directly linked to the module's learning outcomes, and they will be used to evaluate the submitted work and produce written feedback. Marks will be produced following rigorous quality mechanisms that ensure academic judgement is fair and consistent with the wider educational sector. Feedback is given in various forms and stages; for example, in response to assessment, in response to questions in seminars, workshops and tutorials, and in guidance given during the supervision of student dissertations/projects. Feedback will also come from peer-to-peer work with other students.

The assessment diet of most of the modules will involve a mixture of critical work and practice-based work. The Dissertation and Project are pieces of independent work which involve research into and an investigation of a critical, theoretical and/or practice-based problem. There are no formal examinations on the BA CESC and BA CESC-IE/PE.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	004, 005, 012, 014, 018, 019, 020, 023
Literate and effective communicator	001, 006, 008, 010, 022, 023
Entrepreneurial	007, 009, 015, 016, 024
Global in outlook and engaged in communities	007, 011, 013, 015, 016, 021, 022, 024
Socially, ethically and environmentally aware	002, 003, 011, 012, 013, 017, 019, 021

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Undergraduate students study 120 credits per year. Course structures can be subject to change each academic year following feedback from a variety of sources.

Modules are described as:

- **Core** modules are compulsory and must be undertaken by all students on the course.
- **Option** modules give you a choice of modules and are normally related to your subject area.
- **Electives**: are modules from across the either the whole University or your College. Such modules allow you to broaden your academic experience. For example, where electives are indicated, you may choose to commence the study of a foreign language alongside your course modules (and take this through to the final year), thereby adding further value to your degree.
- Additional information may also be included above each level, for example, where you must choose one of two specific modules.

Modules

Level 4

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
4CLST003W	CESC Tutorial 1	Core	1	20	10
4CLST002W	Land, People, Culture	Core	1	40	20
4LANS005W	Objects and Meaning: The Social Life of Material Culture	Core	Various	20	10
4HIST016W	Protests: From Bread Riots to Extinction Rebellion	Core	Various	20	10
4LLAW012W	Law and Social Media	Option	2	20	10
4PIRS023W	Governance and Institutions: From the Local to the Global	Option	Various	20	10
4LANS004W	Intercultural Communication: An Introduction	Option	Various	20	10
		Elective	Various	20	10

Level 5

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
5CLST001W	CESC Tutorial 2	Core	Various	20	10

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
5CLST004W	Representations and Theories of Social and Environmental Justice	Core	Various	40	20
5CLST002W	Working With Data	Core	Various	20	10
5CLST003W	Climate, Change and Culture	Option	Various	20	10
5LLAW005W	Introduction to Human Rights Law	Option	Various	20	10
5LANS001W	Language in the Public Space	Option	Various	20	10
5ELIT007W	Making Memory: Culture History and Representation	Option	Various	20	10
5PIRS042W	The Politics of Inclusion / Exclusion	Option	Various	20	10
		Elective	Various	20	10

Additional Year

The two semester-long 'Humanities Year Abroad Study Placement', OR two semester-long 'Humanities Year Abroad Work Placement', OR one semester-long 'Humanities Year Abroad Study Placement' AND one semester-long 'Humanities Year Abroad Work Placement' module must be passed in order to receive the award title "with International Experience".

The two semester-long 'Humanities UK-based Work Placement' modules below must be passed in order to receive the award title "with Professional Experience".

One semester-long 'Humanities Year Abroad Study Placement' OR one semester-long 'Humanities Year Abroad Work Placement', AND one semester-long 'Humanities UK-based Work Placement' module must be passed in order to receive the award title "with Professional and International Experience".

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
5HUMS003W	Humanities Year Abroad Work Placement (Semester 1)	Option		60	30
5HUMS004W	Humanities Year Abroad Work Placement (Semester 2)	Option		60	30
5HUMS001W	Humanities UK-based Work Placement (Semester 1)	Option	Various	60	30
5HUMS002W	Humanities UK-based Work Placement (Semester 2)	Option	Various	60	30
5ENGL006W	Humanities Year Abroad Study Placement (Semester 1)	Option	Various	60	30
5ENGL007W	Humanities Year Abroad Study Placement (Semester 2)	Option	Various	60	30

Level 6

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
6CLST001W	CESC Project	Core	Various	20	10
6CLST003W	Contemporary Ideas and Challenges	Core	Various	40	20

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
6CLST002W	Social Change	Core	Various	20	10
6LLAW029W	Elements of International Law and Global Justice	Option	Various	20	10
6PIRS036W	Governing Crisis	Option	Various	20	10
6ELIT005W	Issues in Culture	Option	Various	20	10
6LANS004W	Sex Strike: Gender and Protest	Option	Various	20	10
6ENGL004W	Work Placement for Humanities	Option	Various	20	10

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

Professional body accreditation or other external references

Course management

Course management

The management structure supporting the course is as follows:

- The Head of College holds overall responsibility for the course and for all other courses run by the College of Liberal Arts and Sciences.
- The Head of School holds overall responsibility for all courses offered in the School of Humanities.
- The Course Leader for the BA CESC and BA CESC-PE is responsible for the day-to-day running and overall management of the courses and development of the curriculum.
- Each module has a designated Module Leader, who is responsible for the overall management of their module, coordinating the module team, and for the delivery, resourcing and smooth running of the module.
- The Course Team comprises the Course Leader and all the members of staff who teach on the course.
- The School Senior Tutor coordinates and oversees the School's Personal Tutoring team and has overall responsibility for the School's academic and personal support provided to students throughout their studies.

Academic regulations

The current Handbook of Academic Regulations is available at [westminster.ac.uk/academic-regulations](https://www.westminster.ac.uk/academic-regulations).

Course specific regulations apply to some courses.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities and additional support available. You will be provided with a Course Handbook, which provides detailed information about the course. Each course has a course leader or equivalent. All students enrolled on a full-time course and part-time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University utilises a Virtual Learning Environment called Blackboard, where students access their course materials and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at <https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard>

The Academic Learning Development Centre supports students in developing the skills required for higher education. In addition to online resources in Blackboard, students can also attend Study Skills workshops and schedule one-to-one appointments. Further information on the Academic Learning Development Centre can be found at [westminster.ac.uk/academic-learning-development](https://www.westminster.ac.uk/academic-learning-development).

Learning support includes our libraries, each of which holds a collection of resources related to the subjects taught at that site. Students can search the entire library collection online through the Library Search service to find and reserve printed

books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services.

Support Services

The University of Westminster's Student and Academic Services department provides a range of advice and guidance. Further information on the advice available to students can be found at <https://www.westminster.ac.uk/student-advice>.

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at <https://www.westminster.ac.uk/students-union>

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from the University, academic(s) from another university, a representative from industry and a Student Advisor.

The course is also monitored annually by the College to ensure it is running effectively and that any issues that might affect the student experience have been appropriately addressed. Staff will consider evidence from various sources, including student surveys, student progression and achievement, and reports from external examiners, to evaluate the effectiveness of the course and make necessary changes.

Periodic reviews are also conducted to ensure that the curriculum remains up-to-date and that the skills acquired on the course continue to be relevant to employers. Representative students meet with a panel to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess the course's performance.

How do we act on student feedback?

Student feedback is important to the University, and student views are taken seriously. Student feedback is collected in various ways.

- Through student engagement activities at the course and module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.
- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.;
- All students are invited to complete a questionnaire for each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be improved.
- Final-year undergraduate students will be asked to complete the National Student Survey, which helps inform the national university league tables. Postgraduate students will be asked to complete the Postgraduate Taught Survey (PTES).

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student may reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students. Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in whole or in part, without the prior written consent of the University of Westminster. All copies of this document must incorporate this Copyright Notice – 2025©