

Course record information

Name and level of final award	<ul style="list-style-type: none"> • Bachelor of Arts with Honours - History • Bachelor of Arts with Honours - BA History with International Experience FT • Bachelor of Arts with Honours - BA History with Professional Experience FT • Bachelor of Arts with Honours - History 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"> • Diploma of Higher Education (Dip HE) - History • Certificate of Higher Education (CertHE) - History
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)	<p>History (updated 2022)</p> <p>https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/history</p>
Professional statutory or regulatory body	N/A
Westminster course title, mode of attendance and standard length	<ul style="list-style-type: none"> • BA History FT, Full-time, September start - 3 years standard length with an optional year abroad or placement • BA History PT, Part-time day, September start - 6 years standard length with an optional year abroad or placement
Valid for cohorts	From 2025/6

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

Welcome to the exciting world of BA History at Westminster! Our focus is on History as a dynamic subject that is relevant to everybody, that excludes nobody, and that strives to set the historical record straight. We teach in a truly global framework, listening to previously marginalised voices and questioning long-standing beliefs surrounding power and identity, to help you achieve a nuanced understanding of the past.

BA History is designed to develop your knowledge and understanding of the history of the modern world to an advanced level. The course combines the examination of global developments over extended periods of time with more focused work on smaller social groups, shorter periods and particular places. It develops awareness of the interrelated social, cultural, political and economic structures that shaped past societies.

BA History combines rigorous attention to source material with vigorous debate over questions of interpretation. We aim to train you to be open to the opinions of others, while not being afraid to challenge prevailing assumptions or orthodoxies. Indeed, we encourage you to question everything, to form your own opinions and argue your own case, but always to base your reasoned arguments on robust evidence.

As well as cultivating a global outlook in our students, the course makes extensive use of London, its galleries, libraries and museums, for its learning and you will have the opportunity to take a work-placement module in one of London's hundreds of archives, museums, galleries, libraries and other repositories, as you become an expert in the use of London as a source for historians.

By joining BA History, you will not only gain important analytical and research skills. You will also contribute to a learning environment that values diversity, inclusivity, and personal growth. We are committed to providing you with the resources, support, and opportunities to thrive in an ever-changing and diverse world. We foster an inclusive learning environment that values difference, encourages active participation, and considers your unique needs as an individual student. Our course team is dedicated to promoting equality and equity through our curriculum, teaching practices, and learning spaces. We provide accessible materials across all modules and employ a range of assessment modes that allow you to showcase your skills and tailor your learning experience to your preferences. Our degree aims to cultivate student autonomy and develop graduate qualities such as effective communication, personal management, flexibility, analytical and critical thinking, teamwork, and originality.

International and Professional Opportunities

One of the highlights of our BA History 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 UK-based 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 History 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 of History. 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. Explore the endless possibilities that await you at Westminster!

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.

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In BA History, we prioritise your career development by integrating work-based learning in our teaching methods and assessment, as well as through the Employing Humanities programme. This programme is delivered in tutorials and offers various opportunities for career development, including support with self-auditing, interview techniques, job and placement search strategies, postgraduate application processes, self-branding and mentoring. Students are guided through the Westminster Employability Award scheme, with an aim to achieving Bronze in the first year, Silver in the second year and Gold or Platinum in the final year. We actively engage with employers from different sectors and diverse backgrounds, involving them in curriculum design and encouraging their participation in career education, guidance and events at the University. Graduates from BA History have pursued careers in law, teaching, management, journalism, marketing, banking, accountancy, civil and diplomatic services, development work, as well as creating their own businesses and pursuing postgraduate study.

Our degrees are designed to equip you with the transferable skills and international outlook needed in the 21st-century workplace. As such, employability is embedded across the History curriculum and aims to highlight the practical applications of humanities skills in a wide variety of fields. Reflecting our long-term commitment to your career, the Employing Humanities programme is divided into stages at each level of study, mapping onto the CAREER pathway:

C is for **Capture** and sharing our Employing Humanities programme with prospective students at Open Days and on the website.

A is for **Arrivals** and introducing new students to the Careers & Employability Service and Employing Humanities programme during Arrivals Week.

R is for **Reflection** when first-year students record existing professional experience, identify skills gaps and ways to the fill them.

E is for **Experience** of real-world employment activities and problem-solving in the second year, when the 'Humanities Hackathon' takes place and major employers provide students with a live brief, joining them in a day of competitive pitching interspersed with networking (former organisations include Black Lives in Music, the BBC, Channel 4, FT Live, Hallmark, LVMH, Meta, Mind and WaterAid).

E is for **Employment**-readiness in the final year, when tutors and mentors support students to springboard into the world of work upon graduation

R is for **Return** and encouraging recent graduates to return to the University and "give back" by sharing their workplace experiences, challenges and lessons through student mentoring, careers' talks, etc.

There are also numerous on-campus and external employment and volunteering opportunities supported by the Employability Director and publicised through a dedicated Employing Humanities platform. This will keep you up-to-date

with openings as they happen, from international placements to teaching taster schemes and in-house Student Ambassador and Digital Ambassador roles, where you could get paid for managing the Humanities Blog or our HOMELandS research group's social media channels.

It doesn't end there. Our lecturers will be happy to provide you with references and advice about further study; and our helpful Careers & Employability Service work closely with our Employability Director to provide you with tailored support and practical advice for three years after you've graduated!

What will you be expected to achieve?

Learning outcomes are statements on what successful students have achieved as the 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)

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

- L4.01 command a growing body of historical knowledge and leverage a developing awareness of continuity and change over extended time periods, including an understanding of the development of history as a subject (KU)
- L4.02 gather and review secondary evidence and data, including those from digital and physical repositories, historical writings and the interpretations of historians (GA)
- L4.03 work effectively as part of a small team by actively listening and participating constructively in group discussion (KTS)
- L4.04 outline the ethical dimensions of historical study, writing and research (GA)
- L4.05 identify different types of historical questions and methodologies, and show an emerging ability to frame your own questions (KU)
- L4.06 describe how your studies will develop your own skills and work-related attributes and evolve strategies to address weaknesses (GA)
- L4.07 engage with feedback and utilise it in improving your work (KTS)
- L4.08 communicate with clarity and coherence in written and oral expression, making correct use of bibliographic systems (KTS)

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

- L5.01 employ a significant body of historical knowledge and use it as evidence to develop and sustain cogent arguments in a variety of forms (KU)
- L5.02 interrogate and reflect critically and contextually upon contemporary texts and other primary sources (GA)
- L5.03 demonstrate a critical understanding of the varieties of approaches to understanding, constructing and interpreting the past using concepts and theories derived from the humanities and social sciences (PPP)
- L5.04 compare different research methods, select appropriate ones for use and demonstrate ethical consideration of research (KTS)
- L5.05 frame, develop and sustain your own historical questions (KU)
- L5.06 utilise effective research skills, including digital and physical location of sources and information (GA)
- L5.07 reflect on the development of your own skills and work-related attributes and form strategies to address gaps (KTS)
- L5.08 assess relevant modes of written and oral communication and execute chosen modes with clarity, fluency, coherence and precise bibliographic practice (KTS)

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

- L5.09 adapt to unfamiliar situations and to function effectively in different cultural contexts (PPP)

- L5.10 assess personal and professional development derived from extended work placement / study abroad (PPP)

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

- L6.01 synthesise a substantial body of historical knowledge and use it systematically as evidence to develop and sustain cogent historical arguments in a variety of forms (KU)
- L6.02 leverage large bodies of information derived from a range of sources for research and associated purposes (KTS)
- L6.03 address historical problems in depth, formulating your own questions and involving the critical use of contemporary sources, data and advanced secondary literature (GA)
- L6.04 reflect on and articulate the complexity of reconstructing the past, and the problematic and varied nature of historical evidence (KU)
- L6.05 evaluate comparative perspectives, including the histories of different countries, societies and cultures (KU)
- L6.06 design, research and present a sustained piece of independent work (GA)
- L6.07 reflect upon acquired skills and preparedness for work or further study, and present a professional personal profile (KTS)
- L6.08 select appropriate modes of communication of complex ideas, presenting them with clarity and coherence in a range of forms, and utilising precise bibliographic systems (KTS)

How will you learn?

Learning methods

At Westminster, learning goes far beyond traditional lectures. As an undergraduate student, you'll engage in a variety of interactive learning experiences designed to stimulate your intellectual growth with a lot of teaching taking place in small groups. From seminars, tailored tutorials and workshops to task-based exercises, peer presentations, and professional simulations, you'll encounter a dynamic mix of learning methods that foster critical thinking, problem-solving skills, teamwork, and independent learning. We strive to eliminate barriers to your learning and collaborate with you to create an inclusive educational experience. The variety of our learning approaches and assessment types mean that every student's strengths are catered for.

While contact time with lecturers serves to introduce new concepts and information, it also serves as a springboard for your own academic development. As you progress through your studies, you'll gradually take on more independent work, engaging in tasks such as producing your own digital content for diverse audiences, critically reflecting on complex historical issues, and developing your own research project.

Your learning will be supported throughout your degree by a team of lecturers who will know you by name. Regular, small-group, academic tutorials form the basis of your support and are tailored to your specific course and individual needs. Much of your learning will also take place outside formal contact hours. You'll have access to all class materials via the Virtual Learning Environment (Blackboard Ultra), our well-resourced libraries – both on campus and online – and the University's wide range of study skills workshops and one-to-one appointments.

All modules have been designed on the basis of 200 hours of study time for each 20-credit module (or 400 hours for 40-credit modules). Those hours include reading time, formative assessment, preparation of summative assessments and time for directed digital engagement activities as well as scheduled classroom time. As each module has been designed with different activities you will find varying amounts of scheduled 'contact' time between modules. At the beginning of each module your lecturer will share with you the detailed outline with indicative timing for each activity. This enables you to plan your work across modules and to personalise your study by adapting timings to your own learning style.

We also acknowledge and work with generative artificial intelligence (GenAI). While recognising the transformative potential of AI in learning, we emphasise the fundamental importance of academic integrity. The use of AI tools by our students to automatically generate assessments is considered a breach of academic standards, hindering the development of critical thinking skills and undermining the educational process. However, we are also mindful of the opportunities presented by AI and the ways in which we can teach you to get the most from it, helping you to understand its uses for idea generation and its support in research and writing, as well as exploring its limitations and risks, which we do in all modules.

Sustainable Development Goals

Sustainable development has become central to learning and teaching in higher education, reflecting the increasing

wider social awareness and recognition of sustainability agendas. The University of Westminster is committed to the [United Nations' 17 Sustainable Development Goals](#) (SDGs).

Sustainability is not only about climate change and other environmental questions, but also encompasses a broader range of goals and aspirations to improve social justice, poverty, health, and education at local and global levels. Sustainability agendas offer new lenses through which to view the relationships between social, cultural, economic, and environmental challenges, **which makes them highly relevant to the study of culture and society, past and present.**

Westminster adopted UN target 4.7 as a shared university goal in June 2023. UNESCO has published [resources for educators developing learning objectives around sustainable development](#). These outline eight core competencies that higher education should enable learners to develop, in order to progress sustainability objectives. These competencies can be understood as ways of thinking, ways of practising, and ways of being. Our courses emphasise four of these competencies:

Normative competency: the abilities to understand and reflect on the norms and values that underlie one's actions; and to negotiate sustainability values, principles, goals, and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions.

Collaboration competency: the abilities to learn from others; to understand and respect the needs, perspectives and actions of others (empathy); to understand, relate to and be sensitive to others (empathic leadership); to deal with conflicts in a group; and to facilitate collaborative and participatory problem solving.

Critical thinking competency: the ability to question norms, practices and opinions; to reflect on one's values, perceptions and actions; and to take a position in the sustainability discourse.

Self-awareness competency: the ability to reflect on one's own role in the local community and (global) society; to continually evaluate and further motivate one's actions; and to deal with one's feelings and desires.

Teaching methods

Our teaching methods are designed to actively engage you in your learning journey. Lectures and presentations, led by subject specialists who are all published researchers, will provide you with engaging overviews of the topics covered in your modules and will raise issues and themes to be focused upon in seminar classes. Seminars typically involve group discussion of key questions, primary source analysis, debates, quizzes, and presentations, as well as scenario- and task-based group work. Through these hands-on sessions, you'll actively participate and receive immediate feedback, cultivating a supportive environment that values diverse experiences and opinions. For students working on their final year dissertation, individual supervision is provided alongside workshops and tutorials to guide you through the process.

Supporting the University of Westminster's Black Lives Matter Commitment Plan as well as the wider Equality, Diversity and Inclusivity agenda, BA History has 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:

Inclusive learning environment:

- accessible materials are provided across all modules and as far as possible, a choice of readings or types of preparation for individual class sessions are offered (eg reading; listening to a podcast produced by experts; watching documentaries)
- a diverse range of assessment modes is employed, which take into account different learning styles and student strengths. In several assessments, you are able to choose your own topic focus, texts, or approach, and thus have opportunities to explore what is most important to you within the realm of the module content. The Special Subjects modules at Levels 5 and Level 6 allow students to produce several pieces of work and receive credit from the

pieces with the highest marks. In the final year you write a dissertation on a topic of your own choice, with opportunities to create your own reading lists, determine your primary source base, and to approach a topic with a suitable methodological framework. This is the culmination of your three years of study and the final demonstration that you are a well-trained, self-confident, autonomous and highly employable history graduate.

Diversification of the curriculum and approaches to History:

- The diversification of the curriculum is at the heart of what we do. Core modules at levels 4 and 5, not least Making of the Modern World: Global Perspectives on the Long Nineteenth Century and Age of Extremes, 1914-1991 introduce you to a wide range of topics, events and themes in global history, moving away from the 'traditional' British-and-Euro-centric narratives of the past. Meanwhile, Imperial Island: Britain, 1760-1867 takes a cutting-edge approach to modern British history and explores how the British empire shaped lived experience in the British metropole. The academic tutorials at levels 4 and 5 and the level 4 core module Ideas in History develop students' own awareness of themselves as historians and the complexities of writing history. They introduce you to ever-evolving approaches, fields of study and sub-disciplines, such as social history, gender history, queer history, global history and post-colonial history, which have emerged to implicitly critique and challenge earlier approaches to studying and writing history. The exploration of key concepts across our modules within the themes of identity, culture, migration and memory encourage critical reflection on personal positionality and lived experiences. In the tutorials and across the whole curriculum, you work on a variety of skills, including critical historical analysis of primary sources. This allows you to critique sources in terms of dimensions such as power, Anglo-centricity, exclusion or representation of diverse voices, and to think about the ways in which historical records may privilege certain perspectives and underplay or silence others.
- The course is designed to provide you with choice in your learning journey and the ability to pursue your learning interests. Through our variety of option modules and our Special Subjects modules at level 5 and 6, you will be able to select from a range of interesting and cutting-edge topics in modern history. Special Subjects topics will change on a yearly basis and are configured with students' interests and learning preferences in mind.
- The reading lists that accompany modules have been carefully curated to include diverse voices which have long been silenced in the writing of history.

Diverse and inclusive co- and extra-curricular activities:

- the choice of professionals for employability tutorials 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 and with the intention of exploring. For example, museum and archive collections which speak, variously, to histories of EDI-related issues, to multifaceted approaches to history, and to a range of approaches to learning and developing understanding.

For each module, teaching staff will be available to provide individual support, and module leaders all hold weekly online and in-person office hours during term-time, when you can drop in for advice. Your Academic Tutor will help you with essential academic skills, such as essay-writing tips, finding reliable scholarly sources, referencing methods and responding to feedback. Academic Tutors, who you see for an hour every week in your first year, will also assist you in making important decisions, such as choosing option modules and determining your dissertation topic. Your Course Leader will provide overall support and guidance, while your Personal Tutor will offer pastoral support and address any personal issues that may arise during your studies. In short, the teaching methods on our BA History are designed to create an inclusive, stimulating and supportive learning environment that empowers you to actively engage in your education and reach your full potential.

Assessment methods

Assessment plays a crucial role in building your knowledge and skills, making connections between modules and disciplines, and nurturing your independent study habits. 'Formative' assessments help you to develop as a learner and prepare you for 'summative' assessments, which contribute to your module grade. Formative assessments may involve written or oral feedback from peers and lecturers, whereas summative assessments receive formally recorded written or spoken feedback highlighting the strengths of your work and providing clear advice for improvement.

Assessments include oral presentations, podcasts, policy briefing documents, analyses of primary sources, exhibition design, book reviews, reflective pieces, data analysis and traditional essays. For each assessment, you will receive guidance, preparation, and feedback to facilitate your progress.

All assessments that contribute to final grades are evaluated based on clear assessment criteria and agreed marking criteria that are made available to you in advance. These criteria and rubrics directly align with the module's learning outcomes and are used to assess submitted work and provide timely feedback. The marking process adheres to rigorous quality mechanisms to ensure fair and consistent academic judgement. Feedback is delivered through various channels and stages, including responses to assessments, questions in seminars and tutorials, and guidance during project supervision. Peer-to-peer work with fellow students also provides valuable feedback.

The wide range of assessments is designed to support an inclusive curriculum, allowing you to explore different learning styles and encounter new types of assignments. You will therefore develop existing skills while being challenged in new areas.

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

Award of Certificate of Higher Education available. Students may take one elective instead of the optional module.

Module Code	Module Title	Status	UK credit	ECTS
4HIST012W	History Tutorial 1	Core	20	10
4HIST017W	Ideas in History	Core	20	10
4HIST018W	Imperial Island: Britain 1760-1867	Core	20	10
4HIST001W	The Making of the Modern World: Global Perspectives on the Long Nineteenth Century	Core	40	20
4HIST016W	Protests: From Bread Riots to Extinction Rebellion	Option	20	10
		Elective	20	10

Level 5

Award of Diploma of Higher Education or Foundation Degree available.

At Level 5, students must take at least one of the two 'core option' modules – Empires, Ideas and Politics: Special Subjects in History, or Sex, Race, Culture and Social Change: Special Subjects in History - to make up a minimum of 80 Core credits. The remaining 40 credits are chosen from the list of Option modules. Students may take one elective instead of an Option module.

Module Code	Module Title	Status	UK credit	ECTS
5HIST001W	Age of Extremes, 1914-1991	Core	40	20
5HIST014W	History Tutorial 2	Core	20	10
5HIST009W	A Sexual History of London	Option	20	10
5HIST017W	Empires, Ideas and Politics: Special Subjects in History	Option	20	10
5HIST004W	Murder, Media and Morality in Late Victorian London	Option	20	10
5HIST016W	Sex, Race, Culture and Social Change: Special Subjects in History	Option	20	10
		Elective	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 two 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	UK credit	ECTS
5HUMS001W	Humanities UK-based Work Placement (Semester 1)	Option	60	30
5HUMS002W	Humanities UK-based Work Placement (Semester 2)	Option	60	30
5ENGL006W	Humanities Year Abroad Study Placement (Semester 1)	Option	60	30
5ENGL007W	Humanities Year Abroad Study Placement (Semester 2)	Option	60	30
	Humanities Year Abroad Work Placement (Semester 1)	Option	60	30
	Humanities Year Abroad Work Placement (Semester 2)	Option	60	30

Level 6

Award of BA available. Award of BA (Hons) available. Students may take one elective instead of an optional module.

Students may take either 6ENGL004W or 6HIST015W but not both.

Students who have taken 5ENGL006W, 5ENGL007W, 5HUMS001W or 5HUMS002W may not take 6ENGL004W or 6HIST015W

Module Code	Module Title	Status	UK credit	ECTS
6HIST001W	Dissertation for History and History and Politics	Core	40	20
6HIST016W	Special Subjects in History (60 credits)	Core	60	30

Module Code	Module Title	Status	UK credit	ECTS
6HIST015W	Archives and Museums Internship	Option	20	10
6HIST018W	Special Subjects in History (20-credit Option)	Option	20	10
6HIST002W	The End of History? Crisis and Conflict since the Cold War	Option	20	10
6ENGL004W	Work Placement for Humanities	Option	20	10
		Elective	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

N/A

Course management

The degree has a designated course leader whom you will meet during Arrivals Week and who is available for consultation either by email, during weekly office hours throughout the year, or by appointment. Individual modules each have a module leader who is responsible for the smooth running of that module. Module leaders are available during term-time in their office hours or by appointment. The degree is part of a suite of BA Hons degrees in the School of Humanities, for which the Head of School is ultimately responsible.

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, additional support available and to your Campus Registry. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. 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 uses 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. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and 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 four libraries, each holding 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. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught in their College. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services

The University of Westminster Student and Academic Services department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith 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 each year by the College to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the evidence of student surveys, student progression and achievement and reports from external examiners, in order to evaluate the effectiveness of the course and make changes where necessary.

A Course revalidation takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with revalidation panels to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess how the course has been running.

How do we act on student feedback?

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through student engagement activities at Course/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 before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.
- Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate, if they take full advantage of the learning opportunities that are 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 – 2022©

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