

Programme Specification BA Social Science Combined

Course Record Information	
Name and Level of final and intermediate Awards	BA Social Science Combined, incorporating: BA (hons) History and Politics BA (hons) History and Sociology BA (hons) Sociology and Criminology Diploma of HE Social Science Combined Certificate of HE Social Science Combined
Awarding Body	University of Westminster
Location of Delivery	Regent
Mode of Study	Full-time or part-time
UW Course Code	BSOCSCI
JACS Code	L900
UCAS Code	History and Politics – VL22 History and Sociology – VL23 Sociology and Criminology – LM39
QAA Subject Benchmarking Group	Depending on the combinations taken: Criminology; History; Politics; Sociology
Professional Body Accreditation	Not applicable.
Date of initial course last review	November 2008
Date of Programme Specification	July 2013

Admissions Requirements:

Normally, three A Levels (A2) at grades BBC or two A Levels (A2) at grades AB; plus English GCSE grade C or above. Other Curriculum 2000 combinations will be considered on an individual basis. A variety of non-standard vocational, professional and other qualifications may be acceptable with evidence of capacity both to benefit from and to pass this course.

Non-native speakers of English will normally be required to have an overall IELTS score of 6 points (or equivalent), including a score of 6 in reading and writing skills.

Aims of the Course

In this course, you can combine modules from two subjects or Sets. There is a total of three valid combinations only, namely:

- History and Politics;
- History and Sociology;
- Sociology and Criminology

The sets are combined on a 'joint' basis only, whereby you study an equal number of modules from each set. The course thus aims to provide students with a flexible opportunity to study more than one discipline or interdisciplinary area, in less depth of study than is required for a single honours degree, but providing greater breadth across disciplines and interdisciplinary areas of study. Core modules ensure a coherent education in the essential intellectual frameworks skills of both sets, together with the opportunity to choose options reflecting the student's individual interests. The course also aims to provide opportunities for the acquisition and development of transferable skills which will contribute to students' employability and capacity for lifelong learning.

Employment and Further Study Opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, ie, employability skills. 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;
- This course also offers all students the opportunity to take a work experience module, so that students are enabled to use that experience as a platform for reflection to inform personal development planning as well as career planning.

Learning Outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning. The threshold statements of achievement are linked to the knowledge, understanding and skills that a student will have gained on successfully completing a course.

Knowledge and Understanding

On successful completion of their course, students will be able to demonstrate a command of their chosen disciplines appropriate to the subject benchmarks, where relevant, and to the proportion of their chosen course.

Specific Skills

The discipline specific skills will vary according to the Sets studied in the course of the degree. They will generally include a knowledge of the basic debates and relevant literature as well as knowledge of relevant sources of literature and research. Some Sets also include more specialist skills such as basic use of relevant software packages or specialist research methods and techniques.

Key Transferable skills

On successful completion of the course, students should be able to demonstrate competence in a variety of transferable skills relevant to further learning and to future employability. This includes evidence of skills of: reflection and personal planning; research; critical analysis; written and oral communication; group and team work, information handling and computing competency.

Teaching, Learning and Assessment Methods

Learning

The programme emphasises student-centred learning, so that students take an increasing level of responsibility for their own learning as they progress through the course. Support for learning is provided at all levels of study by academic staff and also from other learning support units within the University

Teaching

A variety of teaching methods are used across all the Sets which constitute the Social Science Combined programme. Generally, lectures are used to provide a core common framework for all students. Themes, issues and questions raised in the lectures are then discussed in seminar groups. In class, teaching is backed up by guided independent study and by students' own reading and research. Classroom teaching is also supported by the use of electronic resources provided via the Blackboard VLE.

Assessment

Assessment takes a variety of forms both within and between Sets. Assessments for particular modules are designed to meet the specific learning outcomes for each module and thus to assess a range of skills. Traditional unseen exams are used for some modules, but students will encounter a range of assessed assignments including, for example, seen exams, in-class tests, long and short essays, critical reviews of specific literature or research, research-design exercises, individual and group oral presentations, poster presentations, on-line group work.

We also encourage the use of purely formative assignments, which are not assessed for purposes of calculating marks which count towards the final degree classification but which provide opportunities for students to receive feedback on their work and advice on how to improve this for submissions which do count towards final marks.

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.

The precise modules to be studied will depend on the programme of study and the Sets taken.

Criminology Set

In line with the QAA Criminology benchmark statements (2007, pp.10-12) the aims of the Criminology Set are to provide students with the opportunities to develop;

- an understanding of the key conceptual devices and theoretical approaches that have developed and are developing in relation to crime, victimisation and responses to crime;
- an awareness of how crime and victimisation are constructed in the media and by agents and practices of crime control;
- an understanding of the relationship between crime and social class, gender, age, race and ethnicity;
- an understanding of the social and historical development of policing and punishment;
- an understanding of the nature and appropriate use of research strategies and methods;
- an understanding of the value of comparative analysis;
- an understanding of the distinctive and interdisciplinary nature of criminology;
- critical and analytic skills and to promote independent learning;
- key transferable skills in order to enhance students' employability.

History Set

Knowledge and understanding of our human past are of incalculable value both to the individual and to society at large. The subject matter of History - the limitless variety of the human experience – is profoundly fascinating, while studying the past widens the student's experience and inculcates and develops qualities of perception and judgement. And while it may be the task of the social sciences to explain human societies as they are, it is the task of history to explain how they became as they are. Students therefore who elect to study History in combination with other Social Sciences and Humanities, provide themselves with an invaluable temporal perspective while developing and deepening their analytical and judgemental qualities.

Naturally, the acquisition of historical knowledge and understanding and the skills and qualities which accompany them, is incremental and developmental, and the

more History one does, the better one becomes at it. So a student taking History can expect to develop the following attributes:

- command of a substantial body of historical knowledge, in British, European and world history from the late eighteenth to the late twentieth centuries;
- the ability to develop and sustain historical arguments in a variety of literary forms, formulating appropriate questions and utilising evidence;
- an ability to read, analyse and reflect critically and contextually upon contemporary texts and other primary sources;
- an ability to read, analyse and reflect critically and contextually upon secondary evidence, including historical writings and the interpretations of historians;
- an appreciation of the complexity of reconstructing the past, the problematic and varied nature of historical evidence;
- an understanding of the varieties of approaches to understanding, constructing and interpreting the past; and, where relevant, a knowledge of concepts and theories derived from the humanities and social sciences;
- the ability to gather and deploy evidence and data; to find, retrieve, sort and exchange new information;
- a command of comparative perspectives, including the ability to compare the histories of different countries, societies and cultures;
- awareness of continuity and change over extended time periods;
- an understanding of the development of history as a discipline and an awareness of different historical methodologies;
- the ability to design, research and present a sustained and independently-conceived piece of historical writing (dissertation);
- the ability to address historical problems in depth, involving the use of contemporary sources and advanced secondary literature;
- clarity, fluency and coherence in written expression;
- clarity, fluency and coherence in oral expression;
- the ability to work collaboratively and to participate in group discussion.

Politics Set

The learning outcomes of the Politics Set are to:

- equip students with an understanding of basic concepts, knowledge and methodologies associated with the study of Politics;
- develop in students their intellectual abilities, subject specific and general transferable skills, and facility for critical reasoning;
- encourage students to develop a critical appreciation of political theory and political institutions and the relationship between political ideas and political practice;
- enable students to develop their ability to comprehend, analyse and assess contemporary political events and problems;
- provide a basis for postgraduate study.

The Politics Set is designed around a number of core modules, which provide the basic disciplinary knowledge, concepts, subject specific intellectual skills, and

personal transferable skills. These core modules exist at each level and progressively equip the student with the necessary intellectual tools appropriate to a politics graduate. In addition to the core modules, the Set offers a range of specialist option modules that enable students to further advance their subject specific skills and knowledge. The choice afforded by these option modules also allows each student the opportunity to focus their studies on modules that most suit their personal interests. The final-year dissertation represents the culmination of their studies as it enables the student to develop their capacity for independent research.

Overall, the Set is intended to develop a knowledge and understanding of government and society - to explore the interaction of people, ideas and institutions. It equips the student with both subject specialist and general skills to enhance their employability and provide a sound academic basis to undertake further study at postgraduate level.

Sociology Set

Sociology is special at this university because it was one of the first to offer it as a degree in the 1960s and continues to attract lots of students. A degree in sociology is an excellent preparation for all careers and many students enter teaching, social work, civil service, social research and policy or other spheres such as business.

In order to study sociology, students need to know what it is about - the 'what, how and why' of our sociology programme. So, what is Sociology? It is the study of social relations and society which helps us to understand the social issues facing us today. As May (2001) describes it, 'thinking sociologically' helps to make sense of our experiences within our local surroundings and in relation to other people. It studies how societies work in both national and global contexts, engaging with the social, cultural, political and economic processes which shape them and drawing on different theoretical perspectives to explain them. The discipline can be divided into core areas of theory and methodology and specialist areas such as gender, 'race', sexualities, medicine, the body, globalisation, media, cultural representations, social policy and education, which reflect the specialist research interests of the teaching team. Many of the sociology modules are also located in the Women's Studies and Cultural Studies sets, which are pathways available to Social Science Combined students. The 'how' of sociology is its methodology and the ways in which sociological research is conducted and how it stems from and informs sociological theory and understandings of society. The 'why' of sociology identifies the reasons why students want to study sociology and its benefits in preparing them for their future lives. Sociology is an exciting and challenging discipline, which one of our first year students described as opening up a whole new way of thinking about her life and society. The lives and interests of students are reflected both in modules about diversity/ difference and our approach to learning and teaching.

Aims

The aims of the Sociology set is to establish an exciting and intellectually rigorous Sociology programme which lays the intellectual foundations for thinking sociologically, whilst at the same time engaging student interest, inspiring their

‘sociological imaginations’ and producing graduates fit for employment at that level. More specifically, our aims are:

- to encourage critical thinking, integrity of intellectual enquiry and intrinsic interest in sociological knowledge and society;
- to develop self/structural awareness through engaging with sociological perspectives;
- to promote depth knowledge of the scope of the discipline through options in substantive areas of sociology;
- to engage students’ interest and inspire their ‘sociological imagination’;
- to support non-traditional students and prepare all students for graduate level employment and the ‘real world’.

History and Politics

Level 4 Course Structure

Semester 1

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	SPIR401 Comparative Politics	1HIS419 French Revolution	1HIS420 The London Blitz SDEV411 Introduction to the Politics of Developing Countries SPIR404 Global Environmental Politics	1POL415 Introduction to Political Theory (core)	SPIR402 International Relations and the Global Economy
Afternoon		1HIS418 The Great Wen		1HIS415 Reaction and Reform	1HIS416 Britain Abroad (core)

Semester 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	SPIR405 Revolutions and Political Change ¹	1INR411 Globalisation, Power and International Governance	SHIS400 Cosmopolis: London since 1960 1EPO411 Immigration: the European Experience	1POL415 Introduction to Political Theory (core)	
Afternoon	1HIS418 The Great Wen (2 nd run)	1HIS419 Modern America		1HIS415 Reaction and Reform	1HIS416 Britain Abroad (core)

You must take a total of 120 credits this year. Each module above is worth 15 credits, except 1HIS415, 1HIS416 and 1POL415 which are year-long modules and worth 30 credits.

Year 2 and year 3 (Credit Levels 5 and 6)

Students take a level 5 history core in either twentieth-century British political history or twentieth-century Europe and a level 5 politics core in the Foundations of Western Political Philosophy. There is a core research methods module to help you choose your dissertation topic, which will be in either history or politics. At level 6, students will take either Power, Freedom and Justice, or Citizenship and Democracy. There is a wide variety of option modules, including:

The New Imperialism * Modern Ireland * the Cinema as a Source for Historians * the Russian Revolution * the Spanish Civil War * London and its Museums * Jack the Ripper * the American Wild West * America and the Vietnam War * British Defence Policy * Britain between the Wars * Fascism * England since 1945 * Britain and the Great War * The Troubles * Women's History * the Cold War * Origins of World War II * Cultural History of World War II * History of the EU * Decolonisation * Race and Politics in the USA * Democracy in America * Gender, Politics and the State * European Foreign Policy * International Security Studies * Foreign Policy Analysis * Analysing Policy * British Politics * Governing the European Union * Russian Politics and Society * Applied British Politics * American Power in the 21st Century * Politics and Media Freedom * Protest, Participation, Power: Social Movements in Contemporary Europe * Diplomacy and International Relations * EU as a Global Actor * Global Politics of Energy * Humanitarian Intervention and International Relations * International State-building * Policymaking in the European Union * Political Ecology Today: Values, Power, Justice * Political Gaming and Simulations * Politics of the Middle East.

History and Sociology

Level 4 Course Structure

Semester 1

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	SSOC402 Culture and Everyday Life	1HIS419 French Revolution	1HIS420 The London Blitz		
Afternoon	1SOC437 Thinking Sociologically (core)	SSOC403 Researching Society 1 (core)		1HIS415 Reaction and Reform (core)	1HIS416 Britain Abroad

Semester 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	1SOC434 Introduction to Women's Studies		SHIS400 Cosmopolis: London since 1960	SSOC400 Understanding Race	
Afternoon	1HIS418 The Great Wen (2 nd run) 1SOC437 Thinking Sociologically (core)	SSOC404 Researching Society 2		1HIS415 Reaction and Reform (core)	1HIS416 Britain Abroad

You must take a total of 120 credits in year one. Each module above is worth 15 credits, except 1SOC437, 1HIS415 and 1HIS416 which are year-long modules and worth 30 credits.

Year 2 and 3 (Credit Level 5 and 6)

You will take core modules in each set and a research methods module to help prepare you for your dissertation. There is a wide range of option modules, including:

New Liberals to New Labour: British Politics 1905-1997 * Theorising Modernity: Classical and Twentieth-Century Sociological Theory * Historiography and Research Methods * Sociological Research Methods * Modern Ireland 1868-1922 * Empires in the Age of the New Imperialism * A Cultural History of the First World War * The Cinema as a source for Historians * The Spanish Civil War: Spain in Crisis 1931-1939 * Public History: London, History and Museums * Jack the Ripper: Myth, Reality and Popular History * Women, Gender and Power * Studying Culture and Identity * Sociology of Health and Illness * Contemporary Issues in Education * Theorising Postmodernity: Late C20 and Contemporary Sociological Theory * Sociology Dissertation or History Dissertation * The Wild West: Representations of the Frontier * Divided Society: Britain between the Wars 1918-1939 * Fascism and Authoritarianism in Inter-war Europe 1918-1939 * England since 1945: Social and Cultural Change * Britain and the Experience of the Great War 1914-1918 * The Troubles: Britain and Northern Ireland 1968-1998 * Women and the Women's Movement 1918-1970 * Practical work in Historical Archives * A Cultural History of the Second World War * The End of Empire: Decolonisation since 1945 * Race, Society and Politics in the USA 1919-1970 * Sexualities * Britain in a Global Context * Gender, Ethnicities and Cultural Representations * Masculinities, Gender and Change * Sociology of Medicine * Gender and Education * 'Race' and ethnicity * Women, Family and Social Policy * Feminist Theory and Sexual Politics * Applied Social Research * Body and Society * Power and the Media * Consuming Race in a Globalised World * Work Experience: Practice and Reflection * Globalisation and the Media * Pleasures and Perils: a London Sociology of Leisure.

Sociology and Criminology

Level 4 Course Structure

Semester 1

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	1SLC430 Law and Criminal Justice (core)	1SLC420 Introduction to Criminology (core)		1SOC431 Self and Society	
Afternoon	1SOC437 Thinking Sociologically (core)	SSOC403 Researching Society 1 (core)		SSOC400 Crime and the Media	

Semester 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	1SLC430 Law and Criminal Justice (core)	1SLC420 Introduction to Criminology (core)		SSOC400 Understanding Race	1SLC435 History and Crime
Afternoon	1SOC437 Thinking Sociologically (core)	SSOC404 Researching Society II		SSOC401 Globalisation and the Media	

You must take a total of 120 credits this year. Each module above is worth 15 credits, except 1SOC437, 1SLC430 and 1SLC420 which are year-long modules and worth 30 credits.

Years 2 and 3 (Credit Levels 5 and 6)

Criminological Theory * Research Methods for Criminology * Law, Politics and the State * Punishment and Society * Youth Crime and Criminal Justice * Race, Crime and Criminal Justice * The Criminal Justice Process * Criminology Dissertation * Gender Crime and Justice * Crime in International Context * Crime Prevention * Crimes of the Powerful * Law and Discrimination * Civil Liberties and Human Rights in the UK * Work Experience in Socio-Legal Studies and Criminology * Policing and Social Order * Images of Crime: Explorations in Cultural Criminology * Cybercrime and Society * Crime and the City * Work Experience: Practice and Reflection * Sociological Research Methods * Theorising Modernity: Classical and Twentieth Century Sociological Theory * Analysing the Social * Women, Gender and Power * Studying Culture and Identity * Contemporary Issues in Education * Theorising Postmodernity: Late C20 and Contemporary Sociological Theory * Sociology Dissertation * Sexualities * Britain in a Global Context * Gender, Ethnicities and Cultural Representations * Masculinities, Gender and Change * Gender and Education * 'Race' and ethnicity * Women, Family and Social Policy * Feminist Theory and Sexual Politics * Applied Social Research * Internship * Body and Society * Power and the Media * Consuming Race in a Globalised World * Work Experience module * Psychology and Crime * Families, Intimacies and Personal Life.

PROGRESSION REQUIREMENTS

The BA Social Science Combined and its intermediate awards operate in accordance with the University's Academic Regulations and the *Framework for Higher Education Qualifications in England, Wales and Northern Ireland* published by the Quality Assurance Agency for Higher Education (QAA).

A pass in a module is achieved when the overall mark is at least 40% and the marks for each individual element (eg coursework and exam) are at least 30%.

In order to progress from year one to year two, a full-time student must obtain a 40% overall average at level 4;

In order to progress from year two to year three, a full-time student must obtain a minimum of 165 credits at level 4 or above, including a minimum of 75 credits at level 5 or above.

Awards

Award of a Certificate of Higher Education (CertHE)

- (i) To be eligible for the award of a Certificate of Higher Education, a student must have:
 - a) obtained a minimum of 120 credits at Level 4 or higher, including 75 credits passed and at least a condoned credit in each of the remaining modules worth 45 credits; and
 - b) satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.
- (ii) The University may award:
 - a) a **Certificate of Higher Education with Merit** to a student whose marks average at least 60% across the best 105 credits;
 - b) a **Certificate of Higher Education with Distinction** to a student whose marks average at least 70% across the best 105 credits.

Award of a Diploma of Higher Education (DipHE)

- (i) To be eligible for the award of a Diploma of Higher Education, a student must have:
 - a) obtained at least 240 credits including:
 - a minimum of 120 credits at Level 4 or higher, including 75 credits passed and at least a condoned credit in each of the remaining modules worth 45 credits; and
 - a minimum of 120 credits at Level 5 or higher; and
 - b) satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.
- (ii) The University may award:

a) a **Diploma of Higher Education with Merit** to a student whose marks average at least 60% across the best 105 credits at Level 5 or higher;

b) a **Diploma of Higher Education with Distinction** to a student whose marks average at least 70% across the best 105 credits at Level 5 or higher.

Award of a Non-Honours Degree

(i) To be eligible for the award of a Non-Honours Degree, a student must have:

a) obtained at least 300 credits including:

- a minimum of 120 credits at Level 4 or higher, including 75 credits passed and at least a condoned credit in each of the remaining modules worth 45 credits; and
- a minimum of 120 credits at Level 5 or higher; and
- a minimum of 60 credits at Level 6 or higher.

b) satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.

(ii) To be eligible for the award of a **Joint Non-Honours Degree**, a student must additionally have obtained a minimum of 75 credits in each set at Level 5 or higher, including a minimum of 30 credits in each set at Level 6 or higher.

(iii) The University may award:

a) a **Non-Honours Degree with Merit** to a student whose marks average at least 60% across the best 150 credits at Levels 5 and 6;

b) a **Non-Honours Degree with Distinction** to a student whose marks average at least 70% across the best 150 credits at Levels 5 and 6.

Award of an Honours Degree

17.1 (i) To be eligible for the award of an Honours Degree, a student must have obtained at least 360 credits including:

a) - a minimum of 120 credits at Level 4 or higher, including 75 credits passed and at least a condoned credit in each of the remaining modules worth 45 credits; and

- a minimum of 120 credits at Level 5 or higher; and

- a minimum of 120 credits at Level 6 or higher; and

b) attempted modules with a maximum value of 330 credits at Level 5 and 6; and

c) satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.

(ii) To be eligible for the award of a **Joint Honours Degree**, a student must additionally have obtained a minimum of 90 credits in each set at Level 5 or higher, including a minimum of 45 credits in each set at Level 6 or higher.

Time Limits

The time limit for a student to complete his/her programme of study shall be as follows:

	Full-time study	Part-time or mixed mode study
CertHE	3 years	5 years
DipHE	5 years	6 years
Degree	6 years	8 years
Honours degree	6 years	8 years

These are the overall time limits for programmes of study with the substantive mode of attendance indicated above and **include** any periods for the suspension of studies or the retrieval of failed modules. The time limit for any programme of study not listed above shall be determined by the relevant University Validation Panel.

Support for Students

On arrival, an induction programme will introduce students to the staff responsible for the course, the Library and IT facilities and to the School Registry. Students will be provided with the Course Handbook, which provides detailed information about the course. Students are allocated a personal tutor who can provide advice and guidance on academic matters.

Learning support includes the Library which, across its four Campuses, holds printed collections of 412,000 books, 1,600 journal subscriptions and substantial audio visual collections. Access to over 6,500 electronic resources (databases, e-journals, e-books, exam papers and links to recommended websites) is facilitated through Library Search.

There are over 3,500 computers spread over the four University sites. The University uses a Virtual Learning Environment called Blackboard where students can access course materials and communicate with staff and other students via message boards.

At University level, Services for Students provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers and the chaplaincy providing multi-faith guidance. The International Education Office provides particular support for international students. The University of Westminster Students' Union also provides a range of facilities to support all students during their time at the University.

Reference Points for the course

Internally

The structure and operation of this course is set by the University framework for undergraduate courses, the University academic regulations and the University Quality Assurance handbook. The course also is also actively engaged with University policies including those related to learning, teaching and assessment; technology enhanced learning; employability.

Externally

The course is designed with reference to relevant subject benchmarks published by the Quality Assurance Agency.

Quality Management and Enhancement

Course Management

The programmes are the responsibility of the subject area teaching team and co-ordinated by individual course leaders. Subject meetings are attended by full-time, fractional and PTVL staff who are involved in the academic decision-making process around Course Review, monitoring and development. However, all financial decisions are the responsibility of the Head of the Department of Social and

Historical Studies and the Dean of SSSL. Policy decisions are guided by policies at School-level or are University-wide. Course committees are held once a term with student representatives and representatives from the School Registry, Computing, library and course teams to update information about any changes or new initiatives, and to provide students with an opportunity to raise issues or provide feedback on specific academic services, policies or areas of concern.

Course approval, monitoring and review

The course was initially approved by a University Validation Panel in 2001. The Panel included internal peers from the University and external subject specialists from academia and industry to ensure the comparability of the course to those offered in other Universities and the relevance to employers. Periodic Course Review helps to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. This course was reviewed in 2008 and will be reviewed next in 2014

The course is monitored each year by School to ensure that it is running effectively and that issues that might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from each Course Committee, evidence of student progression and achievement and the reports from External Examiners, to evaluate the effectiveness of the course.

The School Learning and Teaching Quality Committee audits this process and the outcomes are reported to the Academic Council of the University, which has overall responsibility for the maintenance of quality and standards in the University.

Student involvement in Quality Assurance and Enhancement

Student feedback is important to the University and student comment is taken seriously. The most formal mechanism for feedback on the course is the course committee. Student representatives will be elected to sit on the committee to represent the views of their peer group in the discussions held at the committee. The University and the Students' Union work together to provide a full induction to the role of the Course Committee.

Students are asked to complete an end-of module questionnaire at 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.

Students meet with Review Panels when the periodic review of the course is conducted to provide oral feedback on their experience on the course.
For more information about this course:

Please contact:

History and Politics – Course Leader, Anthony Gorst (a.gorst@westminster.ac.uk)
History and Sociology – Course Leader, Francis White (whiter@westminster.ac.uk)
Sociology and Criminology – Course Leader, Dorrie Chetty (chettyd@westminster.ac.uk)

Please note – 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 s/he takes full advantage of the learning opportunities that are provided.

This specification should be read in conjunction with the Course Handbook provided to students and Module Handbooks which provide more detailed information on the specific learning outcomes, content, teaching, learning and assessment methods for each module.