UNIVERSITY OF WOLVERHAMPTON

# Course Specification

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| **Published Date:** | 18-May-2026 |
| **Produced By:** | Multi Type Usr Record For All Personnel |
| **Status:** | Course currently being validated |

# Core Information

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| **Awarding Body / Institution:** | University of Wolverhampton | | |
| **School / Institute:** | School of Social Science, Humanities and Creative Industries | | |
| **Course Code(s):** | HS015H01UM<br>HS015H31UM | Full-time<br>Part-time | 3 Years<br>6 Years |
| **Course Title:** | BA (Hons) History TBV | | |
| **Hierarchy of Awards:** | PRG_CODE.PAW=P_NAME.DUMMY=HS015H01UM | | |
| **Language of Study:** | English | | |
| **Date of DAG approval:** | | | |
| **Last Review:** | | | |
| **Course Specification valid from:** | | | |
| **Course Specification valid to:** | | | |

# Academic Staff

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| **Course Leader:** | |
| **Head of Department:** | |

# Course Information

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| **Location of Delivery:** | University of Wolverhampton |
| **Category of Partnership:** | Standard Provision (Not delivered in partnership) |
| **Teaching Institution:** | University of Wolverhampton |
| **Open / Closed Course:** | This course is open to all suitably qualified candidates. |

## Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

## Distinctive Features of the Course:

History at Wolverhampton offers a unique, research-engaged and skills-led way to study the past and its legacies for the world around us today:

- History at Wolverhampton develops you to be an engaged and successful participant in debates and action relating to the past, the present and the future. By opting for Wolverhampton, you are choosing a degree that is cutting edge when it comes to delivery, content, and one that is at the same time totally supportive of your individual circumstances.
- We understand that there is nobody else like you. Your unique perspective will be sharpened, and you will be given the tools to make your perspective count. You will gain the cultural capital and the employability skills that will allow you to tackle a wide range of career options, locally, nationally and internationally. And we will help you to find out what those can be, too, through authentic assessments and by giving you a say in how you will be assessed to reach your full potential.

You will learn about the histories of and connections between different parts of the world and across different historical periods, while having the choice to increasingly focus on your own historical interests. You will be taught by leading scholars who are engaged in research in the areas they teach, while you will be encouraged to develop your own intellectual interests and trained in the necessary skills to undertake historical research for yourself.

History matters: it shapes the world around us and moulds our identities. Studying History at the University of Wolverhampton means learning about the histories of and connections between different parts of the world from the eighteenth century to the present day. With taught topics including the histories of migration, class, gender, youth culture, activism, consumerism, and war, you will explore the forces of social, economic, political and cultural change that have given us the world in which we live today.

This course actively encourages you to develop your own historical interests, while providing a learning experience conforming to the national benchmarking standard for History. You will gain breadth and depth of historical knowledge at the same time as developing the skills necessary to undertake your own research.

The course is uniquely able to develop you as a person and a trainee historians for the world of work, further study, and to allow you to become a critical and engaged global citizen with the social and cultural capital to succeed.

## Educational Aims of the Course:

## Intakes:

## Major Source of Funding:

Office for Students (OFS)

## Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

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| Year | Status | Mode | Amount |
|---|---|---|---|
| No related data | | | |

## PSRB:

None

## Course Structure:

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

# Learning, Teaching and Assessment

## Regulations Exemption:

## Reference Points:

UK Quality Code for Higher Education

Qualifications and Credit Frameworks

Subject Benchmark Statements

University Policies and Regulations

Equality Act 2010: guidance - GOV.UK

Apprenticeship Standard

## Overview of Assessment:

As part of the course approval process, the course learning outcomes were mapped to each of the modules forming the diet of the programme of study. This process confirmed that all course learning outcomes can be met through successful completion of the modules. This mapping applies to the final award as well as to all of the intermediate awards.

| Learning Outcomes | Modules |
|---|---|
| **CERTHE01** Demonstrate knowledge of the underlying concepts, theories and principles associated with your area(s) of study. (Knowing) | |
| **CERTHE02** Evaluate, interpret and apply data, to develop ideas and discussion in your subject(s) of study. (Knowing) | |
| **CERTHE03** Use different approaches to solving problems related to your area(s) of study (Doing) | |
| **CERTHE04** Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments (Doing) | |
| **CERTHE05** Identify and undertake further training and develop new skills to support your learning (Being) | |
| **CERTHE06** Identify personal qualities and transferable skills necessary for further study and/or employment (Being) | |
| **DIPHE01** Demonstrate knowledge and application of the concepts and principles of your area(s) of study. (Knowing) | |
| **DIPHE02** Demonstrate the application of those principles in an employability and/or professional practice context. (Knowing) | |
| **DIPHE03** Identify and use methods of enquiry in the subject(s) and evaluate the appropriateness of different approaches to solving problems in study. (Doing) | |

| Learning Outcomes | Modules |
| --- | --- |
| **DIPHE04** Use a range of new and established techniques to explore and critique data and sources of information, to solve problems within your subject (Doing) | |
| **DIPHE05** Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences. (Being) | |
| **DIPHE06** Show personal responsibility and decision-making to developing existing skills and acquire new competences that will enable you to reach your employability goals. (Being) | |
| **BHONSN01** Demonstrate a systematic understanding of key aspects of History, including the challenging nature of data in order to construct coherent and detailed knowledge that push the boundaries of the discipline. (Knowing) | |
| **BHONSN02** Apply the methods and techniques that you have learnt in an ethical manner to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out independent studies or projects. (Knowing) | |
| **BHONSN03** Devise and sustain arguments, and/or to solve problems, using innovative ideas and techniques at the forefront of the discipline of History. (Doing) | |
| **BHONSN04** Evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively to both specialist and non-specialist audiences. (Doing) | |
| **BHONSN05** Develop analytical techniques and problem-solving skills that can be applied in many types of employment and in situations requiring the exercise of personal responsibility, and ethical decision-making in complex and unpredictable circumstances. (Being) | |
| **BHONSN06** Assess, propose and justify your qualities and transferable skills derived from studying the subject of History, as necessary for employment and other life experiences. (Being) | |
| **BHONS01** Demonstrate a systematic understanding of key aspects of History, including the challenging nature of data in order to construct coherent and detailed knowledge that push the boundaries of the discipline. (Knowing) | |
| **BHONS02** Apply the methods and techniques that you have learnt in an ethical manner to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out independent studies or projects. (Knowing) | |
| **BHONS03** Devise and sustain arguments, and/or to solve problems, using innovative ideas and techniques at the forefront of the discipline of History. (Doing) | |
| **BHONS04** Evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively to both specialist and non-specialist audiences. (Doing) | |

| Learning Outcomes | Modules |
| --- | --- |
| **BHONS05** Develop analytical techniques and problem-solving skills that can be applied in many types of employment and in situations requiring the exercise of personal responsibility, and ethical decision-making in complex and unpredictable circumstances. (Being) | |
| **BHONS06** Assess, propose and justify your qualities and transferable skills derived from studying the subject of History, as necessary for employment and other life experiences. (Being) | |

## Teaching, Learning & Assessment Strategy/(Learning and Teaching):

The study of History on this course takes place through a mix of learning activities, including lectures, seminar discussions, group work, hands-on workshops and independent study. The use of the virtual learning environment is a significant feature of all modules, with information and materials regularly being provided and activities taking place online, while face-to-face learning is at the heart of the student experience.

Over the course, you are increasingly given choice over the topics you study. In line with the Wolverhampton Framework for Course Design, module options offer potential pathways providing choice within a research-informed curriculum, corresponding to clusters of staff research expertise in pre-Victorian social and economic history, the political and international history of the modern world, and cultural and social history.

Across all three, you will find a new skills focus at each level. Subject-specific learning begins at Level 4 with coaching in foundational subject knowledge and academic skills before turning to critical engagement with historical scholarship at Level 5 and conducting historical research and applying historical understanding at Level 6.

Skills development is therefore embedded in an inclusive and supported approach to progression throughout the course. Encouragement to seek out micro-placement opportunities and reflect on these, and the final-year independent study develop your initiative and nurture your intellectual curiosity. They also encourage you to take ownership of your learning, by offering the opportunity to apply your knowledge and skills in creative and enterprising ways.

## Assessment Methods/Assessments:

Throughout the course, learning activities and assessments are used to develop

- your written and verbal communication skills,
- your team skills and your independent working
- your digital literacy
- your critical thinking and analytical capabilities,
- your appreciation of otherness and alternative perspectives,
- your ability to identify and work with varied and often fragmentary evidence in order to produce and present coherent and effective arguments.

The teaching content is closely aligned with the assessment tasks of each module.  Each week's content will be linked to some aspect of the module's overall assessment tasks and the link between content and assessment is kept at the forefront of the discussion.

More formatively, modules may also use shorter assessment tasks such as quizzes, assessment plans, draft introduction and conclusion writing exercises or referencing practice exercises.

And because we believe that a modern degree should work with you and your needs, we have developed a carefully scaffolded approach to giving you a say in how you will be assessed.

A variety of modes of assessment will be used to help you gain confidence in your learning and progress, as well as your skills. They will also help you develop capabilities that are valued beyond your degree studies by being right and relevant for your working life and career.

At Level 4, we will introduce you to a variety of assessment formats with formative opportunities such as essay, recorded presentation, live presentations, podcasts, webpage/blog, live discussion, book reviews, source commentaries, case studies, reports, reflective journals and commentaries on museum exhibitions and other forms of public history. We may swap or add choice if new formats become accessible that better reflect the reality of the working world! All of this means that you are in a safe space for exploring which formats suit you best.

At Level 5, you will be able to choose from the list of formats you have experienced at Level 4 the two that suit you best and present the respective two pieces of work in your chosen format. This will hone and consolidate your skill in them.

During Level 6, the number of assignments reduces to one, and you are now in a position to negotiate the format that you want to present your work in. This particularly applies to your final year independent study, which is an extended piece of genuine research, where you are in charge of the theme, the method or approach and the format, giving you key negotiating skills that are fundamental to forging a successful career.

## Further Information for Student:

### Transition Support:

The transition to university can be exciting and daunting in equal measure. We have designed the programme to support you making the transition and to give you the tools to allow you to fulfil your potential.

Early modules place particular emphasis on helping you to ask questions, answer your questions and to provide support in class. Each module will have opportunities to undertake formative assessment tasks, which means that you get feedback without the score counting, to make it a safe space for trial and error. Formative tasks will help you both understand the summative assessment task(s) you will do on the module (the ones that do count towards the results) and develop the necessary skills for that assessment. The cornerstones of academic working, such as referencing and sustained analytical engagement with the materials will be explained and developed.

By offering opportunities to develop these skills from the outset of the course, and to receive feedback at an early stage, you will be able to build up your confidence

and develop skills that will serve you well throughout your studies. Similarly, we are aware of the importance of developing good relations with your peers; studying for a degree is both an individual and collaborative undertaking. To help you to get to know your fellow students and to support each other, a variety of teaching and learning methods are embedded into modules. There will be frequent use of groupwork tasks, where you share ideas in a safe environment, engage in debate and explore the persuasiveness and applicability of the scholarship that underpins the modules.

Your lecturers are keen to work in collaboration with you to improve both the course and your experience. We regularly seek your feedback on the course's content and delivery and use it to inform changes to our provision. As a result of these processes, we believe your transition onto the course, and progression through it, will be enjoyable and intellectually rewarding.

### Student Support:

The University provides a wide range of academic and pastoral support to help you succeed in your studies and personal development. This includes access to the library and the *Skills for Learning* service, student success coaching for those studying at Levels 3 and 4, and tailored advice from the *Careers and Enterprise* teams. You will be paired with a Student Success Coach (SSC) from the start of your studies. This colleague will be in regular contact you throughout the first year of your degree, not only to help you with your academic studies but also with the wider challenges of settling into a new environment.

You also benefit from 24/7 wellbeing support through *WLV Student Life Connect*, pastoral care via the *Multi-faith Chaplaincy*, and assistance from the *Mental Health and Wellbeing* team.

If you live in university accommodation you have additional access to *Residential Life* support, and all students can engage with the *Students' Union* for advocacy, societies, and further peer-led services. You are automatically a member of this union upon enrolment.

## Currency:

Your course is taught by historians who are actively contributing to the body of knowledge we have about the past. This means that your lecturers have written and published some of the academic literature you will be directed to and understand how the process of research and debate and publishing works. In other words, your learning is 'research-informed' to ensure that you will not only be told about the latest but also about the canonical texts within the field.

History has no one field but thrives on providing every generation of historians with new opportunities to develop new fields of study, and this is most successful when students, once they have explored the foundations and the broad outline of the geographical and temporal reach of our degree, are then able to choose modules that help you develop your interests and leanings within the wider field.

The course aligns with the University's graduate attributes through its international focus, its emphasis on understanding based on working with the historical evidence and developing digital fluency with many materials now online. The interdisciplinary nature of History, the course will prepare you to work across disciplines and face future challenges with ease and confidence. In their sum, the skills you develop are key to engaging in lifelong learning which in turn is key to the changing economic and social environment of the modern world.

## Personalisation Opportunities:

The course is designed to achieve two main outcomes. Firstly, it will introduce you to the main debates and scholarship of the disciplines of History in its many facets.

You will be introduced to fascinating, diverse and important subjects and these will help you to develop as an informed and inquisitive scholar. Given the depth and diversity of History as a subject, it would be impossible for any degree programme to cover every aspect of it, so the second objective of the course is to enable you to explore subsets of the discipline.

A strength of our degree is that it has a wider focus than many other programmes. We offer modules that examine social, cultural and political history across a wide geographical area and span from the $18^{th}$ to the $20^{th}$ centuries. There are further opportunities to personalise your degree. In many modules, there will be the option for you to design your own assignment task in consultation with the relevant lecturer.

When it comes to making module choices at Level 5 and at Level 6, we will encourage you to sit in on classes while still at the level below, and to talk to us about your personal preferences, to ensure you make an informed choice that will result in you enjoying your modules and hence your course. Most assessments include a reflection on your learning and how the experience shaped you as a trainee historian.

In your final year, you will undertake an independent study module, where you design and negotiate your own theme and choice of topic. We actively encourage you to focus your independent study on your personal interests, with the support of a supervisor.

## Employability in the Curriculum/Employability and Professional Development:

Employability considerations are embedded throughout the course, which is mapped to the University Graduate Attributes Framework. As a History graduate you will not only have received a training in academic skills useful for further study but you will also have developed the transferable skills of critical thinking, information gathering, assessing and interpreting data from varied and often fragmentary sources, grappling with multiple perspectives, and developing coherent arguments and communicating clearly on complex issues, alongside thorough-going digital literacy.

These are abilities highly valued in the public, private and voluntary sectors, and in a wide range of fields, including journalism, the heritage industry, local government, the civil service and teaching.

The module 'Professional Development' places particular emphasis on developing the relevant skills, and every History module encourages you to seek micro-placement opportunities and to embed the experience into your reflections on your transferable skills as part of your assessed work. Module-related tasks develop your competencies and employability as well as drawing links between academic interests and life experience.

Your history degree is designed with you in mind, and it encourages you to hone your critical and analytical skills. This focus and the accompanying skills involved will increase your awareness of ethical responsibilities and the challenges of global citizenship.

The virtual learning environment will equip you with information, materials and learning activities to support you in regular face-to-face seminars and workshops. In classes and assessed work, you will develop your skills of information gathering, critical thinking, analysis, interpretation and communication, which are essential for historical study and transferrable to graduate work in a wide range of fields.

The skills focus of the course will give you a grounding in the study skills required for academic achievement and the transferrable skills that will be useful for graduate employment, both through study and placement options.

Finally, the University's career service is an active and supportive part of the curriculum and students are encouraged to engage with the service from an early stage of their studies. As part of this partnership students have access to support on how to develop their career aspirations and advice on how to improve their chances of successfully pursuing their goals, starting with advice on CV writing and interview support.