

**PROGRAMME SPECIFICATION**

**Course record information**

Name and level of final award:	BSc Honours Applied Biomedical Science The BSc Honours Applied Biomedical Science is a BSc degree that is Bologna FQ-EHEA first cycle degree or diploma compatible.
Name and level of intermediate awards:	Diploma of Higher Education Certificate of Higher Education
Awarding body/institution:	University of Westminster
Teaching Institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	Cavendish and Regent Street Campuses
Language of delivery and assessment:	English
Mode, length of study and normal starting month:	Four years part-time and distance learning. September start.
QAA subject benchmarking group(s):	Biomedical Science
Professional statutory or regulatory body:	The Institute of Biomedical Science (IBMS) and the Health and Care Professions Council (HCPC)
Date of course validation/review:	February 2015
Date of programme specification approval:	May 2015
Valid for cohorts:	e.g. 2016/17 level 4 and 5, 2017/18 level 4,5 and 6
Programme Leader:	Dr Ray Camilleri
UCAS code and URL:	No UCAS code; not in UCAS. <a href="http://www.westminster.ac.uk/courses/undergraduate">http://www.westminster.ac.uk/courses/undergraduate</a>

## What are the minimum entry requirements for the course?

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.

[www.westminster.ac.uk/courses/undergraduate/how-to-apply](http://www.westminster.ac.uk/courses/undergraduate/how-to-apply)

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: [westminster.ac.uk/courses/undergraduate/how-to-apply](http://westminster.ac.uk/courses/undergraduate/how-to-apply)

It is also an entry requirement of this course that prospective students be able to provide documentary evidence at enrolment that their workplace holds current IBMS pre-registration training approval and that their employer undertakes to support the student in the completion of their IBMS registration training portfolio. This evidence will be required regardless of entry level and will be reviewed annually.

## Admissions and Equal Opportunities

In accordance with the University's Equal Opportunities Policy, applicants are assessed for admission according to the University Admissions Regulations for Taught Courses. The University will admit students to its courses on the basis of the following principles:

- a) Reasonable expectation that the applicant will be able to fulfil the objectives of the course and achieve the standard required for the award;
- b) The University requirements for admission to the course leading to a particular award;
- c) Equality of opportunity for all applicants.

Students with disabilities are welcome at the University and there are various ways in which support is provided. Students are actively encouraged to make known their requirements and disability in a timely manner so that appropriate services and practices can be provided where necessary.

An applicant who has declared a disability (other than Dyslexia) on their application form is automatically referred to the relevant Disability Adviser, or where necessary, to the University's Student Health Service. The purpose of this is to assess the applicant's needs in terms of any assistance that can be provided by the University, and allow the applicant to decide if the available support and accommodation meets their needs.

## Aims of the Course

The BSc Applied Biomedical Science course has been designed to:

- meet all Health and Care Professions Council (HCPC) Standards of Proficiency as well as Standards of Education and Training, thereby enabling graduates to become Registrant Biomedical Scientists
- meet the Institute of Biomedical Science (IBMS) accreditation criteria and requirements for membership
- promote professionalism as a fundamental attribute of academic and professional life
- develop the students' knowledge of biological and medical sciences in order that they may analyse and understand the basis of human disease
- enable students to apply their understanding of disease processes and diagnostic procedures in the contexts of diagnostic pathology, biomedical research, public health and bio-industry laboratories
- promote students' awareness of the impact of the advances in science and technology on diagnostic and research laboratory practice
- enable students to function in, and/or relate to, the practical work undertaken in a variety of laboratory settings in biomedical sciences
- produce graduates capable of carrying out scientific research

- develop transferable skills which will enhance employability prospects, postgraduate education and continuing professional development.

## 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 and 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).

Course learning outcomes are not delivered within the individual modules, but the core modules identified in brackets below focus the delivery of particular course learning outcomes as shown.

### Level 4 learning outcomes

Level 4 gives you an opportunity to acquire the necessary background scientific knowledge for further studies in Applied Biomedical Science. In addition, you will be able to develop the relevant analytical, communication and professional skills appropriate to this level.

#### Upon completion of level 4, you will be able to demonstrate:

- LO 4.1** Broad understanding of concepts and terminology of biochemistry, molecular biology with genetics, including structure and function of biological molecules, cellular metabolism, structure and function of genes, mechanisms of their control and regulation. **KU** (Biochemistry)
- LO 4.2** Broad understanding of concepts and terminology of structure and function of prokaryotic and eukaryotic cell biology, including their life cycle, cell division, self-replication and death. **KU** (Cell Biology)
- LO 4.3** Broad understanding of the structure, function and control of the human body, its component parts and major systems, terminology of human anatomy and physiology. **KU** (Human Physiology, Functional Anatomy)
- LO 4.4** Good understanding of the need to establish and maintain a safe practice environment, key principles and laboratory processes, health and safety legislation, the Human Tissue Act, correct use of SI units, importance of quality assurance, CPA and ISO 15189. **KU** (Critical Skills for the Biomedical Sciences)
- LO 4.5** The use of standard laboratory techniques, safe handling of laboratory materials, the collection, manipulation and presentation of experimental data and the use of basic numeracy skills. The ability to evaluate your own strengths and weaknesses in the subjects studied to continually demonstrate personal development. **PPP** (Critical Skills for the Biomedical Sciences, Learning in Professional Practice)
- LO 4.6** Skills in safe sample handling, preparation, staining techniques and the use of microscopy. **PPP** (Functional Anatomy)
- LO 4.7** The acquisition of a broad knowledge base, ability to access library resources, online material and undertake simple research tasks with guidance and the ability to communicate in written, oral and audio-visual modes, acknowledging academic standards, professional protocols and a range of audiences. **KTS** (Cell Biology, Biochemistry)
- LO 4.8** Effective work with others on common tasks, ability to recognise the factors affecting team performance, the need for time management and self-reflection. **KTS** (Human Physiology)
- LO 4.9** The acquisition of specialist knowledge related to the clinical laboratory environment. **KU** (Learning in Professional Practice)

### Level 5 learning outcomes

At level 5, you will acquire expertise in a comprehensive range of biomedical sciences subject-specific knowledge, specialist investigative techniques, data analysis and research methods. In addition, you will be able to develop relevant professional and key transferable skills for your continuing practice in Higher Education or in employability.

#### Upon completion of level 5, you will be able to demonstrate:

- LO 5.1** A detailed knowledge of host-pathogen interactions on the population, organismal and molecular levels, body response mechanisms and how they affect human health. **KU** (Infection and Immunity)
- LO 5.2** Detailed understanding of the complex processes and events leading to human diseases and the principles of a system-led approach to the study of disease and its treatment. **KU** (Applied Pathobiology)
- LO 5.3** A critical awareness of human genetics, pattern of inheritance with methods of genetic testing and associated ethical issues. **KU** (Medical Genetics and Genomics)
- LO 5.4** A detailed knowledge of biochemical mechanisms involved in regulation of homeostasis; causes and consequences of metabolic disorders which affect human wellbeing. **KU** (Metabolic Biochemistry)
- LO 5.5** Awareness of current UK legislations, British, European and International Standards that govern and effect pathology and biomedical laboratory practice, the importance and ability to maintain confidentiality and to obtain informed consent. **PPP** (Medical Genetics and Genomics, Advanced Learning in Professional Practice)
- LO 5.6** Ability to devise and perform experiments to provide new information, evaluate experimental methods for investigation in biomedical sciences, select appropriate statistical methods, use relevant software packages and evaluate their application to experimental data. **PPP** (Infection and Immunity, Research Methods)
- LO 5.7** Effective management of your own learning strategy in the biomedical sciences, making effective and critical use of the variety of resources available and ability to access and use the scientific literature, including electronic databases. **KTS** (Metabolic Biochemistry)
- LO 5.8** Expertise to retrieve scientific or clinical information from the literature, including interrogation of electronic databases, to collect and synthesise this information and produce a literature review of an area, cite the scientific literature according to an accepted format and prepare a design for a new research project. **KTS** (Applied Pathobiology, Research Methods)
- LO 5.9** The advanced acquisition of specialist knowledge related to the clinical laboratory environment. **KU** (Advanced Learning in Professional Practice)

### Level 6 learning outcomes

The final year of your course (Level 6) focuses on integrating your learning to support a multidisciplinary approach to research, diagnosis and management of disorders and disease. You will also enhance your graduate attributes and become socially, ethically and environmentally aware of the developments in the global market.

#### Upon completion of level 6, you will be able to demonstrate:

- LO 6.1** Critical understanding of current technologies in sample preparation and microscopic examination of cells and tissues, including their gross structure, ultrastructure and changes occurring during disease. **KU** (Cellular and Molecular Pathology)
- LO 6.2** In depth understanding of current methods of isolation, identification, characterisation and classification of human pathogens, including the impact of advances in science and technology on public health. **KU** (Medical Microbiology in the Genomic Era)
- LO 6.3** Critical understanding of the causes and consequences of diseases associated with abnormal immune function, and advances in immunological methods. **KU** (Clinical Immunology and Immunohaematology)

- LO 6.4** Critical understanding of different elements that constitute blood in normal and disease state, the principles of biochemical investigation used in the diagnosis, treatment and monitoring of disease. **KU** (Diagnostic Biochemistry and Haematology)
- LO 6.5** Ability to design and carry out an independent research project within an appropriate area, record, analyse and interpret results, and produce a detailed and coherent written project report. **PPP** (Research Project)
- LO 6.6** Ability to use a multidisciplinary systematic approach and exercising your own professional judgement within the legal and ethical boundaries of the biomedical sciences. **PPP** (Cellular and Molecular Pathology)
- LO 6.7** Clear strategies to identify methods/tools appropriate in the results interpretation, including effective use of statistical and bioinformatics methods, ability to justify their choice and to critically evaluate their success. **KTS** (Research Project, Medical Microbiology in the Genomic Era, Clinical Immunology and Immunohaematology)
- LO 6.8** Effective and interactive working within a group to formulate approaches to the task in hand; ability to seek and recognise support and to be proactive in group members' roles, particularly leadership, take responsibility for your actions and reflect on and evaluate your work. Communicate through individual oral presentation and be able to answer questions from the audience competently. **KTS** (Diagnostic Biochemistry and Haematology)
- LO 6.9** That all the competencies documented in the Health and Care Professions Council's (HCPC) Standards of Proficiency have been met. **PPP**

### How will you learn?

The BSc Honours Applied Biomedical Science course responds to the rapidly changing healthcare setting with the demand for multi-skilled IT literate professionals, who need to be able to demonstrate competency in a wide range of laboratory techniques and work effectively in a modern highly automated biomedical laboratory. Our teaching and learning strategy is designed to reflect this, as the philosophy of the course is inherently *interdisciplinary*. We aim to provide you with a broad range of practical and conceptual knowledge and skills specific to the biomedical sciences, but also applicable to the wider skills required in the workplace. We also engage you with the broader ethical and social contexts that affect us all, and ask you to become an effective communicator through diverse media for local and global audiences. We thereby build your Graduate Attributes as well as your technical skills as Biomedical Scientists.

The teaching and learning methods on the course are directly related to the aims and learning outcomes identified above. We have designed the course to lead you from a broad understanding and skills across all course subjects and key theoretical concepts, to focused knowledge and skills in depth by the end of the course. At the point of graduation we also intend that you will have identified a biomedical subject area of your interest, and importantly the professional opportunities open to you for your future careers.

A number of different teaching styles may be expected, according to the nature of the subject matter covered in the different modules. At Level 4, the modules provide core knowledge and skills across the biomedical sciences. Much of the Level 4 programme is common across the Department's undergraduate module scheme. The module Critical Skills for the Biomedical Sciences enables all Biomedical Sciences undergraduates to develop selected study and key skills that form a basis for continued personal development in higher levels of the programmes. General laboratory skills are embedded within core modules at Level 4 and 5 and in addition the Research Methods module at Level 5 will prepare you for the final year project. In general, modules are delivered using combinations of lectures, tutorials, laboratory-based practical sessions, problem solving and computer-based exercises with student-centred learning. A parallel process in theoretical study accompanies the practical modules, with you being encouraged to integrate theory and practice throughout. Modules at Levels 5 and 6 address work-related skills to support career development.

At all levels, teaching includes lectures and seminars and practical laboratory work, group activities and tutorials, together with supervised use of facilities. You receive continuous formative feedback through online activities, group and one-to-one tutorials and periodic reviews, designed to give you multiple points of guidance throughout your studies and before a final assessment. The scheduled / supervised time represents only a proportion of study for each module (approximately one third overall). The remaining time is self-managed by you, so offering scope for creative experimentation, exploration and the emergence of the autonomy required of you in professional life.

Core lectures at Levels 4 and 5 address the whole year group, whereas tutorials and seminars are generally undertaken in smaller groups. Your final year Research Project is supported through focused one-to-one tuition with a project supervisor.

We support our modules with online material through Blackboard, the University's Virtual Learning Environment. This material may include recorded lectures, videos, practical examples, computer based exercises, technical support, key references, discussion groups, blogs, and many other functions.

### **How will you be assessed?**

Our assessment strategy reflects the philosophy of the course, aiming to develop the creative, flexible and thoughtful scientists of the future. Assessment is integral to the overall learning process, and we offer a range of assessment methods. This will allow you to demonstrate your skills and understanding in a variety of ways. The benefit is that this provides a range of activities in which to excel, so supporting and encouraging a variety of preferred learning styles.

Module assessment is frequently on the basis of examination and course work ratios of 50:50 or 60:40. Several modules in the scheme are assessed by 100% course work. Assessment methods for course work are varied and include essays, practical work, group work, presentations and reports. The 40 credit Level 6 Research Project is assessed by written thesis.

Clear Assessment Criteria are stated in module documents, and these are linked to the module Learning Outcomes. You will receive written feedback from all assessments, and this directly relates to the assessment criteria for each module. You will also have an opportunity to discuss the outcome with module staff.

Formative feedback is also given throughout modules in tutorials, group discussions, and in the laboratory practical sessions. It is designed to inform you of areas for improvement, and of current strengths which are to be nurtured and developed.

Some modules may be partly or wholly peer assessed (by groups of your fellow students, but under staff supervision) to support you in developing skills in critical judgement and self-evaluation.

Some modules assess learning outcomes from another module (called 'synoptic assessment'). This allows you to combine elements of learning from different modules and show your accumulated knowledge and understanding of biomedical sciences theory and practice (especially the linkage of theory and practice). It also helps to reduce formal assessment and so ensure that you have as much time and opportunity as possible to develop your skills, knowledge and experience.

### **Employment and further study opportunities**

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.

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

These Graduate Attributes are oriented towards your employability after completion of the course,

and are aligned to the Course Learning Outcomes as follows:

**Table 1. Alignment of Graduate Attributes to Course Learning Outcomes**

<b>Graduate Attribute</b>	<b>Evident in Course Learning Outcomes</b>
Critical and creative thinker	LO4.1, LO4.9, LO5.3, LO5.9, LO6.1, LO6.5, LO6.8, LO6.9
Literate and effective communicator	LO4.7, LO4.8, LO5.5, LO5.8, LO5.9, LO6.5, LO6.8, LO6.9
Entrepreneurial	LO4.5, LO4.7, LO5.6, LO5.7, LO6.6, LO6.8
Global in outlook and engaged in communities	LO4.4, LO4.8, LO5.4, LO5.5, LO6.2, LO6.5, LO6.7, LO6.9
Socially, ethically and environmentally aware	LO4.1, LO4.2, LO4.3, LO4.5, LO5.3, LO5.4, LO5.7, LO6.4, LO6.5, LO6.6, LO6.7, LO6.9

Graduates from Biomedical Sciences have a high employment rate and are sought by a wide range of employers. Major employment areas include diagnostic pathology and clinical laboratories, NHS Blood and Transplant laboratories, private pathology laboratories, Public Health England, veterinary and agricultural laboratories, clinical genetics laboratories, forensic laboratories, research laboratories in universities, government or charity-funded research laboratories, research development for the pharmaceutical, diagnostics, medical devices and laboratory instrumentation industries, clinical trials, regulatory affairs (drug registration and patents), commerce (sales and marketing) related to healthcare and diagnostics products.

We also have a strong record in preparing graduates for postgraduate study across a range of biomedical and molecular disciplines, as well as postgraduate teacher training.

Graduate employment and opportunities in the biomedical sciences industries are constantly shifting, and graduates from this course have demonstrated their responsiveness to these changes. We regularly monitor graduate career destinations, and reflect on this information in the planning of the course curriculum.

Students following this Applied Biomedical Science pathway need to already be employed as health care professionals in approved laboratories, whether in hospital or private diagnostic practices. Achievement of a BSc Applied Biomedical Science degree qualifies an individual for further education at MSc, postgraduate or professional doctorate level.

### **Employability and Skills Strategy**

The course has an Employability and Skills Strategy, published in the Course Handbook. This is intended to provide a framework to guide you through your studies and prepare you for employment and further study. The specific modules for implementing this are Critical Skills for the Biomedical Sciences and Learning in Professional Practice (Level 4), Research Methods and Advanced Learning in Professional Practice (Level 5) and the independent Research Project (Level 6).

All course modules incorporate Key Transferable Skills, which are also integral to the course Employability and Skills Strategy. Key Transferable Skills support you in seeking entry into the biomedical sciences industries, as well as into a broad range of other professions & employment.

A further element of our Employability and Skills Strategy is the use of Personal Development Planning (PDP). This enables you to reflect upon personal and career goals, and the means by which these may be achieved. We build this process throughout the course, as well as referring you to this through the Academic Tutorial Scheme.

### **Work Experience and Projects**

Students on the Applied Biomedical Science degree pathway need to already be employed as health care professionals in approved laboratories, whether in hospital or private diagnostic practices. Many students also undertake a very diverse range of professional experience at other stages of the course, often at a high professional level. Again, our location in London facilitates you in finding such work experience, with numerous opportunities available within the biomedical laboratories in London, UK and abroad.

Our students are also encouraged to successfully integrate all such opportunities into the general programme of study. Our aim is to foster a culture of gathering expertise, building professional



networks, and expanding academic learning with the knowledge and skills gained in laboratory environments.

### 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.

<b>Credit Level 4</b>				
<b>Module code</b>	<b>Module title</b>	<b>Status</b>	<b>UK credit</b>	<b>ECTS</b>
4BIOM003W	Critical Skills for the Biomedical Sciences	Core	20	10
4PHYM001W	Human Physiology	Core	20	10
4BICH001W	Biochemistry	Core	20	10
4BIOM004W	Functional Anatomy	Core	20	10
4BIOL002W	Cell Biology	Core	20	10
4BIOM001W	Learning in Professional Practice	Core	20	10
<b>Award of Certificate of Higher Education available</b>				
<b>Credit Level 5</b>				
<b>Module code</b>	<b>Module title</b>	<b>Status</b>	<b>UK credit</b>	<b>ECTS</b>
5REBI001W	Research Methods	Core	20	10
5BIOM008W	Infection and Immunity	Core	20	10
5BIOM001W	Medical Genetics and Genomics	Core	20	10
5BICH001W	Metabolic Biochemistry	Core	20	10
5BIOM007W	Applied Pathobiology	Core	20	10
5BIOM005W	Advanced Learning in Professional Practice	Core	20	10
<b>Award of Diploma of Higher Education or Foundation Degree available</b>				
<b>Credit Level 6</b>				
<b>Module code</b>	<b>Module title</b>	<b>Status</b>	<b>UK credit</b>	<b>ECTS</b>
6REBI001W	Research Project	Core	40	20
6BIOM003W	Clinical Immunology and Immunohaematology	Core	20	10
6BIOM005W	Medical Microbiology in the Genomics Era	Core	20	10
6BIOM004W	Diagnostic Biochemistry and Haematology	Core	20	10
6BIOM002W	Cellular and Molecular Pathology	Core	20	10
<b>Award /BA/BSc/LLB available</b>				
<b>Award /BA Honours/BSc Honours available.</b>				

## **Professional Body Accreditation or other external references**

BSc Honours Applied Biomedical Science is accredited by the Institute of Biomedical Sciences (IBMS), the professional body for biomedical scientists. This accreditation is a process of peer review and recognition by the profession of the achievement of quality standards for delivering the BSc Honours Applied Biomedical Science programme, which conforms to the QAA subject benchmark statement for biomedical science (November 2007, reviewed 2014). It also confirms that the course offers industry focused and professionally oriented learning, high quality work experience, and maintains engagement with its graduates as they develop their careers. The IBMS provides the relevant review guidelines in Criteria and Requirements for Accreditation and Re-accreditation of BSc (Hons) Degrees in Biomedical Science (2010).

The Health and Care Professions Council's (HCPC) *Standards of Proficiency and sets of Standards of Education and Training* for biomedical scientists continue to inform the development of this course.

This ensures that the successful completion of this course enables the student to meet an important requirement for registration in the biomedical scientist career pathway.

## **Academic Regulations**

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

## **How will you be supported in your studies?**

### **Course Management**

BSc Honours Applied Biomedical Science is managed by a Course Leader, and is grouped with a number of other courses in the Faculty of Sciences and Technology and the Department of Biomedical Sciences on the Cavendish Campus. The Dean of Faculty and other senior Faculty staff provide support and management at their respective levels, enhancing the specific role of the Course Leader.

We also have Employability and Placements Coordinators who oversee placement arrangements. The staff team also collectively support the management of the course through responsibilities for individual modules, workshop areas and contributions to planning.

The professional and research practice of course staff is employed in improving the delivery of the course to ensure that we reflect current and emerging real-world concerns and demands. Regular staff meetings ensure this, as well as formal and informal interaction between the staff and outside industry professionals. Key course staff are members of the Higher Education Academy, the professional body for academics in higher education. Many staff within the department of Biomedical Sciences are also members of the Institute of Biomedical Science and some are also HCPC Registered. All course staff participate in continuing personal development, annual appraisal and peer observation of their teaching by their colleagues. This can inform staff development through course or conference attendance and research / professional activity.

### **Academic Support**

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the site at which you will be studying, the Library and IT facilities, additional support available and to your

Faculty Registry Office. 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.

## **Learning Support**

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.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students<sup>1</sup> 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 at their Faculty. Students can also securely connect their own laptops and mobile devices to the University wireless network.

## **Support Services**

The University of Westminster Student Affairs 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. The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University.

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

The course was initially approved by a University Validation Panel in 2007. The panel included internal peers from the University, academic(s) from another university and a representative from industry. This helps to ensure the comparability of the course to those offered in other universities and the relevance to employers. The course is also monitored each year by the Faculty 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 outcomes from Course Committees, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. Each Faculty puts in to place an action plan. This may for example include making changes on the way the module is taught, assessed or even how the course is structured in order to improve the course, in such cases an approval process is in place. A Course review 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 review panels to provide feedback on their experiences. Student feedback from previous years e.g. from Course Committees 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 Course Committees students have the opportunity to express their voice in the running of their course. Student representatives are elected to Committee 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 student representatives.
- Each Faculty also has its own Faculty Student Forum with student representatives; this enables wider discussions across the Faculty. Student representatives are also represented on key Faculty 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.
- The University also has an annual Student Experience Survey which seeks the opinions of students about their course and University experience. Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

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<sup>1</sup> Students enrolled at Collaborative partners may have differing access due to licence agreements.

For more information about this course:

Course Leader: Dr Ray Camilleri  
[r.camilleri@westminster.ac.uk](mailto:r.camilleri@westminster.ac.uk)  
+44 (0)20 7911 5000 ext. 64121

Course Enquiries Team:  
[course-enquiries@westminster.ac.uk](mailto:course-enquiries@westminster.ac.uk)  
+44 (0)20 7915 5511

**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.

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