

Course record information

Name and level of final award	<ul style="list-style-type: none"> • Bachelor of Science with Honours - Public Health • Bachelor of Science with Honours - Public Health with International Experience • Bachelor of Science with Honours - Public Health with Professional Experience <p>The award is Bologna FQ-EHEA first cycle degree or diploma compatible</p>
Name and level of intermediate awards	<ul style="list-style-type: none"> • Bachelor of Science (BSc) - Public Health • Diploma of Higher Education (Dip HE) - Public Health • Certificate of Higher Education (CertHE) - Public Health • Undergraduate Credits - Public Health
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Central London
Language of delivery and assessment	English
QAA subject benchmarking group(s)	Health Studies: https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-health-studies.pdf
Professional statutory or regulatory body	
Westminster course title, mode of attendance and standard length	<ul style="list-style-type: none"> • Public Health, Full-time, September start - 3 years standard length with an optional year abroad or placement
Valid for cohorts	From 2023/4

Admissions requirements

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

Recognition of Prior Learning

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

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

Aims of the programme

Public Health is the science that aims to improve populations' health by designing and taking measures aiming to prevent disease and protect and promote health and wellbeing. The BSc (Hons) Public Health course aims to equip the student with a range of graduate attributes including knowledge and practical skills which could be applied to a range of careers particularly those in public health aiming to improve and protect the health of individuals, communities and populations. Students will explore the links between theory and practice recognising the wide range of stakeholders involved in public health. Students will develop an understanding of the factors contributing to the health and wellbeing of individuals, communities and populations including the influence of social, cultural, environmental and economic factors. Students will interrogate the integrity of sources of information in order to develop an evidence-based practice utilising relevant research methods. Students will assess the effects of policies on public health with an emphasis on tackling inequalities in populations. Students will develop an understanding of modern digital technologies and a range of media platforms used to promote and deliver public health messages.

Employment and further study opportunities

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

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

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

The development of these graduate attributes is oriented towards employability upon completion of the course and these five attributes are aligned to various Course Learning Outcomes as shown in the table later in this document.

Whilst graduate attributes are acquired through a number of different modules throughout your course, all courses in the School of Life Sciences also have an integrated framework of employability skills and options running from level 4 up to level 6. This framework is intended to enable students to develop key skills which will prepare them for employment and/or further study following graduation. The specific modules for implementing this framework are Professional Development in Science (Level 4), Research Methods (level 5) and the Life Sciences Final Year Project (level 6). Along with subject specific knowledge and skills however, other modules in the course also incorporate Key Transferable Skills, which complement the employability skills in this framework and are applicable to a wide range of future careers, further study and many other activities. The key employability related skills students will develop through the course include subject specific skills applicable to the many branches of the life sciences and skills that are transferrable to a variety of scenarios. These include: the ability to critically analyse scientific literature and to discuss and correctly cite those sources; gaining competence in investigative techniques relevant to your specialism; the ability to process, analyse, interpret and present a variety of data types including the appropriate statistical analysis of that data using a variety of software packages including Microsoft office and dedicated statistical analysis software such as SPSS; teamworking and leadership skills from group work in practical classes/ workshops and group presentation tasks; presentations skills in a variety of formats (e.g. posters, oral presentations, infographics). All students undertake a final year project which also allows the development of important skills such as study design based on available resources (including budget), planning of day-to-day activities and keeping records. Skills such as these are important for a wide variety of jobs and activities both within the life sciences and in the wider context.

Also built into our courses is the flexibility to allow students to undertake a work placement or international study experience between levels 5 and 6 of their studies which will further enhance your employability prospects. Students who undertake a work-based placement benefit from real-world experience in their chosen discipline and gain a clearer understanding of options open to them following the completion of their degree. The completion of a work placement in a relevant area is often looked upon favourably by employers as an indication of practical experience in the 'real world' and indeed many students receive job offers post-graduation from either their placement provider or similar employment within the sector. Whilst not necessarily related to a specific area of employment, completion of an international study period is also often looked upon favourably by employers as an indication of an international/ global mindset and independence, both of which are desirable characteristics in a connected world.

The BSc Public Health programme has been aligned to the Public Health Skills and Knowledge Framework (2019) and other professional frameworks such as the Good Public Health Practice Framework from the Faculty of Public Health and the UK Public Health Register: registration standards for Public Health Practitioners (2019). In addition to some of the more 'generic' key transferrable skills, the course aims to offer students knowledge and skills crucial to a career in public health. Stakeholders from London Councils, charities, NGOs and social enterprises have been consulted during the development of this course in order to improve students' employability and provide students with networking opportunities. The assessments are designed based on workplace scenarios in order to provide students with experience in key aspects of working in public health and in addition, students have the opportunity to undertake a placement as above in order to gain experience, network and further understand their field. Further opportunities for networking and discussing what a career in public health entails will be provided by visiting lecturers who are experts in public health.

Graduates from this programme will also be able to continue their studies in public health by enrolling for Masters programmes. The School of Life Sciences offers two established postgraduate programmes, an MSc in Global Public Health Nutrition and an MSc in Global Public Health with Data Science, both of which would provide ideal progression routes. The programme would also equip graduates for progression into a research career including enrolment for a PhD in Public Health.

What will you be expected to achieve?

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

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

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

- CLO4.1 Identify, understand and explain the wider determinants of public health and health inequalities and how they impact the design and implementation of public health policies. (KU)
- CLO4.2 Identify and develop an understanding of environmental challenges, the impact of human action and the importance of developing sustainable policies to preserve future environmental and public health. (KU)
- CLO4.3 Evaluate and challenge current policies while developing effective public health strategies that may have global applications and take into consideration current inequalities using communication, advocacy and debating skills. (KU PPP KTS SS)
- CLO4.4 Identify data needs and information in order to measure, monitor and report population health and wellbeing; risks, health needs and inequalities. (KU KTS SS)
- CLO4.5 Demonstrate an increased knowledge base through the ability to assess the quality of information sources, access library resources, and appropriate online material and undertake simple research tasks. (GA PPP KTS)
- CLO4.6 Show an awareness of careers in Public Health and begin professional development practices to enhance employability such developing essential skills like time management, creativity in problem solving and self-reflection. (GA PPP KTS SS)
- CLO4.7 To work within a team and delegate tasks to team members understanding group dynamics and valuing diversity within the group while recognising the need for multi-discipline working within public health. (GA PPP KTS)
- CLO4.8 Demonstrate the ability to communicate using various written, oral and audio-visual methods, acknowledging academic standards, professional protocols and a range of audiences. (GA PPP KTS SS)
- CLO4.9 Gather data and use appropriate statistical and epidemiological methods to analyse and interpret them. (KU GA PPP KTS SS)

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

- CLO5.1 Critically assess economic approaches used in public health and describe the scope and contribution of health economics while understanding the influence of different stakeholders. (KU PPP)
- CLO5.2 Identify public health challenges and understand how public health priorities, including UN sustainable development goals, are set at national and Global level and the subsequent impact on the design and implementation of public health strategies. (KU PPP KTS SS)
- CLO5.3 Become capable of managing data, analysing and interpreting evidence to inform and develop public health strategies while translating evidence into health messages for different audiences. (KU)
- CLO5.4 Identify, retrieve and understand high-quality, relevant scientific information about public health from the literature in order to collate it, interpret it and identify gaps in research. (KU GA KTS)
- CLO5.5 Propose and communicate solutions to complex problems by promoting innovation, sharing ideas, practices, resources and learning. (KU PPP KTS CS)
- CLO5.6 Practise effective and interactive working within a group to formulate creative approaches to tasks, the ability to be a proactive group member while being able to reflect on your own and the group's performance. (GA PPP)
- CLO5.7 Demonstrate familiarity with basic frameworks for leadership in a variety of organisations related to Public Health (GA PPP KTS SS)
- CLO5.8 Understand the role of different stakeholders and beneficiaries in policy development and how public health professionals can influence the authorities, shift the power and promote change. (PPP KTS SS)

- CLO5.9 Critically evaluate the ethical implications of healthcare resource allocation and emerging technologies on population health (KU PPP KTS)

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

- IEO.1 Enhance personal development by devising a programme of international study that complements the content of the home degree programme and/or develops other interests. (GA PPP KTS)
- IEO.2 Reflect on the challenges and opportunities of studying/ working in an international context. (GA PPP KTS) (GA PPP KTS)
- IEO.3 Demonstrate an understanding of, and respect for, the cultural norms and differences of the host country at a societal level as part of an inclusive, global outlook (KU GA PPP)
- PEO.1 Reflect upon your greater knowledge of the career opportunities available to life sciences graduates in the job market and your personal aptitude for those opportunities. (GA PPP KTS)
- PEO.2 Demonstrate the acquisition of a range of professional, practical and key-transferrable skills relevant to the fields of employment where life sciences graduates are valued. (KU GA PPP KTS)
- PEO.3 Take personal responsibility for directing your own learning and future career making the best use of the opportunities, experiences and people that were available to you during your placement year. (KU GA PPP KTS)
- PEO.4 Draw upon the diverse approaches, perspectives, knowledge and experience of a diverse workforce, treating all individuals with respect and recognising their contribution to the host organisation. (GA PPP KTS)

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

- CLO6.1 Critically evaluate how digital technologies can be applied to public health and used by healthcare systems. (KU KTS)
- CLO6.2 Design and implement sustainable and multifaceted interventions or services to address complex problems. (KU PPP KTS SS CS)
- CLO6.3 Design strategies to respond to an emergency in public health and evaluate how it could be prevented and/or addressed more effectively in the future. (PPP SS CS)
- CLO6.4 Design and suggest how to implement universal programs and interventions while responding to the levels of need within the community. (PPP KTS SS)
- CLO6.5 Convey complex health messages through a variety of media, aiming to promote and protect individuals' and population health to different audiences acknowledging the need to address and respond to inequalities. (KTS SS)
- CLO6.6 Critically and responsibly evaluate your own capabilities and development towards a chosen career pathway; demonstrating that this pathway may change throughout life, and recognise the need to continually update the skills necessary to succeed in a career. (KU PPP KTS)
- CLO6.7 Identify and deploy appropriate research methods and tools to interpret results, including effective use of statistical methods. Justify choices and suggest future directions based upon critical and authentic evaluation of performance. (GA KTS)
- CLO6.8 Treat all individuals and cultures with respect and acknowledge the harm that results from not doing so. With this knowledge act as a responsible and compassionate member of different communities, both local and global. (KU GA PPP KTS)
- CLO6.9 Practise leadership skills in the delivery of group assessments reflecting on the diversity of the group and the social and ethical context. (GA PPP KTS)

How will you learn?

Learning methods

BSc (Hons) Public Health responds to the rapidly changing government priorities, economics, global disease challenges and healthcare settings, in order to meet the demand for multi-skilled, social media and digitally skilled, confident, globally aware public health professionals. Our Teaching and Learning strategy is designed to produce graduates who are critical and creative thinkers, literate and effective communicators, entrepreneurial, global in outlook and engaged with communities and socially, ethically and environmentally aware; in addition, public health graduates will demonstrate competency in empowering and developing communities. The philosophy of the course is inherently interdisciplinary. We ensure that our students engage with the broader ethical and social contexts that affect us all and support them in

becoming effective communicators through diverse media for local and global audiences.

The teaching and learning methods of the course are directly related to the aims and learning outcomes identified above. The course is designed to lead students through key theoretical concepts and broad understanding and basic skills across all course subjects, to focused knowledge, synoptic understanding and expert skills. Students will also be encouraged to be independent in their learning and will be provided with online sessions, discussion boards to encourage critical thinking and reading material to facilitate and enhance their learning journey. Before Graduation we strongly encourage and support our students to identify an area of public health of particular interest to them and we ensure that they are aware of the professional opportunities open to them for their future careers.

The School of Life Sciences is committed to the University of Westminster Equality, Diversity and Inclusion (EDI) policy with a local implementation based on three central elements:

- **Our commitment** is to ensure an inclusive, safe and supportive learning, working and social environment which enables scientific research and teaching to flourish and encourages our future scientists to grow and realise their true potential.
- **Our goal** is to empower all students and staff to critically reflect on their understanding and positionality, with respect to the wide-ranging global scientific perspectives (past and present); encouraging the open debate of differing points of view.
- **Our pledge** is to respect and value our diverse Life Sciences community (within and beyond the University of Westminster) and foster an equitable culture as we move forward in the field.

These three elements inform and direct all of our learning, teaching and research activities and have been central to our course design process as can be seen in the learning outcomes at module and course level. All staff and students in the school of Life Sciences are expected to embrace and respect these values.

Teaching methods

BSc (Hons) Public Health programme includes different teaching styles according to the nature of the subject matter covered in the different modules. At Level 4, the modules provide an introduction to public health including core knowledge and skills which will be built upon in subsequent years. Much of the Level 4 programme is common across the School's undergraduate module scheme. The module Professional Development in Science enables all Public Health undergraduates to develop selected study and key skills that form a basis for continued personal and professional development at higher levels of the programme and beyond. Skills to evaluate the reliability of evidence and data gathering are embedded within core modules at Level 4 and 5 and in addition, the Research Methods module at Level 5 will prepare students for the final year project. In general, modules are delivered using combinations of tutorials, seminars, workshops, computer laboratory sessions and lectures. Online and blended teaching methods (such as asynchronous/synchronous sessions and interactive discussion boards) will also be used to facilitate learning and provide flexibility to students when necessary. A key aim of the school is to facilitate interaction with professionals and to bring expertise from public health into the classroom. We practise student-centred learning and deliver learning material through a blended approach. Whilst the majority of teaching is on-site utilising the excellent campus facilities, some activities are online.

The Public Health programme offers a range of option/elective modules at all levels to expand students' skills and experiences, a valuable elective includes the language modules available through PolyLang. Module-specific learning outcomes are listed in module proformas and published in the course handbook. The module proformas map the course-level learning outcomes to which those modules contribute.

We ensure that teaching material is delivered in fully accessible ways and we support our student's progress with a personal tutoring programme and a full range of extracurricular opportunities. Students are encouraged to integrate theory with practice as they study. Our students receive continuous formative feedback through in-person and online activities, group and one-to-one tutorials and periodic reviews, designed to give multiple points of guidance throughout the programme and before any summative assessments. Both the literature review at level 5 and the research project at level 6 is supported through focused tuition with a project supervisor in addition to larger seminar groups covering generic teaching pertaining to research.

All modules are supported with online material through Blackboard, the University's Virtual Learning Environment, this includes the online reading list which highlights specific materials which align with the teaching sessions. Blackboard includes videos, practical examples, computer-based exercises, technical support, key references, discussion groups, recorded lectures, and portfolios. The scheduled/supervised time represents only a proportion of study for each module (approximately one quarter overall). The remaining time is self-managed, offering scope for students to explore and develop their own best practice, ensuring the autonomy required in professional life. Students receive guidance at the start, and throughout, their studies to develop these study skills.

Public Health is diverse in nature and this is reflected in all our modules. Equality diversity and inclusion (EDI) are considered in the teaching and learning methods by the inclusion of group work in all modules either as part of formative or summative assessments or just as part of discussions in classrooms. Students from a wide variety of cultural backgrounds will be encouraged to appreciate each other's personal experiences on health and diseases, and be receivers of and participants in contextual health data management, analysis, and equitable interventions.

Assessment methods

The School of Life Sciences has adopted authentic assessments, these are assessments which test the learning outcomes for each module using approaches which would be relevant to public health. Assessment is integral to the overall learning process, the authentic assessment methods allow students to evidence their knowledge, skills and understanding in a variety of ways. The modules in this course contain both formative and summative assessments. Formative assessment is not marked and is intended to support and inform students' learning whereas summative assessments contribute to the overall module marks. This approach provides a range of activities in which to excel, so supporting and encouraging a variety of preferred learning styles. Assessment methods used include presentations, briefing notes, designing questionnaires, lobbying, health promotion leaflets, online media such as podcasts, infographics, posters, reflective writing, essays, group work, presentations, in-class tests and reports. The 40 credit Level 6 Research Project requires students to consider research ethics, maintain research records and culminates in a written dissertation. In line with the University assessment policy, all assessments submitted through Blackboard are checked for plagiarism using Turnitin and are anonymised at the point of submission.

Clear assessment criteria and the rationale for the assessments are stated in the module proformas, and the assessments are linked to the module Learning Outcomes. Feedback from formative and summative assessment is given throughout modules in tutorials and group discussions, which is designed to inform students of their strengths and areas for improvement. Students receive formal feedback from all summative assessments and this directly relates to the assessment criteria for each module. To support their development, students are actively encouraged to engage with feedback by discussing with members of the teaching team or their personal tutor. Self and peer evaluation are key tools in public health and some assessments may include peer assessment or include elements that require self-reflection. Some formative assessments assess synoptic learning enabling students to combine elements of learning from different modules to develop as public health professionals.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	CLO4.1, CLO4.2, CLO4.3, CLO4.4, CLO4.5, CLO4.9, CLO5.1, CLO5.2, CLO5.3, CLO5.5, CLO5.8, CLO5.9, CLO6.1, CLO6.2, CLO6.3, CLO6.4, CLO6.7, CLO6.9, PEO.1, PEO.4
Literate and effective communicator	CLO4.3, CLO4.5, CLO4.6, CLO4.7, CLO4.8, CLO5.2, CLO5.4, CLO5.5, CLO5.7, CLO5.8, CLO5.9, CLO6.5, CLO6.9
Entrepreneurial	CLO5.5, CLO5.8, CLO6.1, CLO6.2, CLO6.3, CLO6.6, PEO.2
Global in outlook and engaged in communities	CLO4.1, CLO4.2, CLO4.6, CLO4.7, CLO5.1, CLO5.2, CLO5.7, CLO5.9, CLO6.2, CLO6.4, CLO6.5, CLO6.8, CLO6.9, IEO.1, IEO.2, IEO.3, PEO.4
Socially, ethically and environmentally aware	CLO4.1, CLO4.2, CLO4.3, CLO4.7, CLO5.1, CLO5.5, CLO5.6, CLO5.7, CLO5.8, CLO5.9, CLO6.2, CLO6.3, CLO6.4, CLO6.5, CLO6.6, CLO6.8, IEO.2, PEO.2, PEO.3

Course Structure

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

Modules are described as:

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

Modules

Level 4

Module Code	Module Title	Status	UK credit	ECTS
4PHSC003W	Environment, Health and Sustainable Development	Core	20	10
4PHSC002W	Evidence-Based Public Health Practice	Core	20	10
4PHSC001W	Introduction to Public Health	Core	20	10
4BIOM006W	Professional Development in Science (PRoDS)	Core	20	10
4HMNT004W	Psychology and Sociology of Health and Well-being	Core	20	10
4BIOL001W	Applications of Biological Sciences	Option	20	10
4HMNT001W	Principles of Human Nutrition	Option	20	10
		Elective	20	10

Level 5

Module Code	Module Title	Status	UK credit	ECTS
5EVBI001W	Contemporary Global Challenges in Biology	Core	20	10
5PHSC001W	Data Management and Analysis in Public Health	Core	20	10
5PHSC002W	Global Public Health Priorities	Core	20	10
5PHSC003W	Health Economics and Policy	Core	20	10
5BIOM010W	Research Methods	Core	20	10
5HMNT002W	Applied Nutrition	Option	20	10
5HMNT001W	Diet in Health and Disease	Option	20	10
5BIOM009W	Human Parasitology	Option	20	10
		Elective	20	10

Additional Year

Module Code	Module Title	Status	UK credit	ECTS
6BIOL005W	Life Sciences International Study Module (year-long)	Option	120	60
6BIOM009W	Life Sciences Work Experience Placement Module (year-long)	Option	120	60

Level 6

Module Code	Module Title	Status	UK credit	ECTS
6PHSC002W	Application of Digital Technologies in Public Health	Core	20	10
6BICH003W	Final Year Project in Life Sciences	Core	40	20
6EVBI001W	Global Ethics	Core	20	10
6PHSC001W	Public Health Promotion and Protection	Core	20	10
6HMNT004W	Applied Public Health Nutrition	Option	20	10
6BIOL001W	Designing a Sustainable World	Option	20	10

Module Code	Module Title	Status	UK credit	ECTS
6HMNT005W	Nutrition in Emergencies	Option	20	10
6PHYM005W	Psychology of Sport, Exercise and Nutrition	Option	20	10
		Elective	20	10

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

Professional body accreditation or other external references

Whilst there is no UK accrediting body for Public Health programmes, the BSc (Hons) Public Health has been aligned to the Public Health Skills and Knowledge Framework (2019) and other professional frameworks such as the Good Public Health Practice Framework from the Faculty of Public Health and the UK Public Health Register: registration standards for Public Health Practitioners (2018).

Course management

Your course is one of a number of programmes in the School of Life Sciences, part of the College of Liberal Arts and Sciences within the University of Westminster, and is managed by a designated course leader. In addition to the course specific role of the course leader, the Head of School, other senior school staff and the Associate Heads of College, also provide support and management at their respective levels. We also have a school employability director and global engagement coordinators who oversee work placement and international study arrangements respectively. The course leader is also collectively supported in the management and running of the course by the course teaching team through their responsibilities for individual modules and contributions to planning. You will meet your course leader, teaching team and members of the school senior management during arrivals week, a programme of events designed to help you with enrolment, registration, and orientation to the university, its processes and the culture of higher education.

The course is monitored throughout the year by the course leader and senior members of the School and College to ensure that it is running effectively and that issues that might affect the student experience have been appropriately addressed. Each course will have Course Representative meetings throughout the year and staff will consider the outcomes from these meetings, evidence of student progression and achievement and the external examiner's reports to evaluate the effectiveness of the course. All courses are reviewed during the academic year as part of the University's Continuous Improvement Process, reporting finally to the Academic Council of the University which has overall responsibility for the maintenance of quality and standards in the University.

Academic regulations

The current Handbook of Academic Regulations is available at westminster.ac.uk/academic-regulations.

Course specific regulations apply to some courses.

Academic Support

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

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments. Further information on the Academic Learning Development Centre can be found at westminster.ac.uk/academic-learning-development.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services.

They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught in their College. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services

The University of Westminster Student and Academic Services department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. Further information on the advice available to students can be found at <https://www.westminster.ac.uk/student-advice>

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

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

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

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

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

How do we act on student feedback?

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

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

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate, if they take full advantage of the learning opportunities that are provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students. Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in whole or in part, without the prior written consent of the University of Westminster. All copies of this document must incorporate this Copyright Notice – 2022©

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