

Programme record information

Name and level of final award	<p>Bachelor of Arts with Honours – Animation Bachelor of Arts with Honours – Creative Media Arts Bachelor of Arts with Honours – Fashion Photography Bachelor of Arts with Honours – Fine Art Mixed Media Bachelor of Arts with Honours – Games Art Bachelor of Arts with Honours – Games Design Bachelor of Arts with Honours – Graphic Design Bachelor of Arts with Honours – Illustration Bachelor of Arts with Honours – Photography</p> <p>The award is Bologna FQ-EHEA first cycle degree or diploma compatible.</p>
Name and level of intermediate awards	Foundation Certificate (Fdn Cert) - Art and Design
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Harrow
Language of delivery and assessment	English
QAA subject benchmarking group(s)	Subject Benchmark Statement for Art and Design 2020
Professional statutory or regulatory body	None
Westminster course title, mode of attendance and standard length	<p>BA Animation FT, Full-time, September start - 4 years standard length</p> <p>BA Creative Media Arts FT, Full-time, September start - 4 years standard length</p> <p>BA Fashion Photography FT, Full-time, September start - 4 years standard length</p> <p>BA Fine Art Mixed Media FT, Full-time, September start - 4 years standard length</p> <p>BA Games Art FT, Full-time, September start - 4 years standard length</p> <p>BA Games Design FT, Full-time, September start - 4 years standard length</p> <p>BA Graphic Design FT, Full-time, September start - 4 years standard length</p> <p>BA Illustration FT, Full-time, September start - 4 years standard length</p> <p>BA Photography FT, Full-time, September start - 4 years standard length</p>
Valid for cohorts	From 2025/6

Additional Programme Information

This Programme Specification details only the Foundation year (at Level 3) of the above 4-year course(s). The final award is dependent on the relevant degree programme. This document should be read in conjunction with the programme specification for the chosen degree programme, which can be found by searching at:

<https://www.westminster.ac.uk/study/undergraduate/undergraduate-programme-specifications>

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 Art and Design Foundation courses the selection process typically requires submission of a sample of creative work and may include an interview, 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

This programme provides the Foundation year (Level 3) for progression onto a BA degree from the suite of Art and Design degrees listed above. Upon successful completion of the requirements of the Foundation year (Level 3) students will be eligible to progress onto their chosen degree course (Level 4-6).

The primary aim of the Foundation year is to prepare you for advanced study on your chosen degree course.

In addition:

- During the Foundation year you will have opportunity to develop your skills, working methods, knowledge and understanding across the disciplines in the programme and in your chosen field of practice.
- We support you to become a confident, creative and reflective thinker and practitioner.
- We support you to develop foundational academic and study skills essential for success at degree level.
- We support you in your academic and professional development, with opportunity to make informed decisions on degree level study in Art and Design.

The Foundation year offers a breadth of creative projects that you research and develop, realised through given or chosen art, design, and media practices. You gain skills across the disciplines in the Programme and create artworks and outcomes appropriate to these disciplines. You benefit from workshops in professional level facilities, and studio/practical discussions support iterative development of informed and challenging creative-critical responses. There is opportunity for Foundation Extended Project outcomes to be given public presentation in exhibition or other appropriate form of display. Through the cycle of ideas, practical making, and peer and tutor led feedback, you can develop confidence across a full range of creative practices and realise your potential in preparation for your degree course and for professional art, design and media futures.

The four Practical modules develop your skills and creative methods and give the opportunity to work within and outside of your chosen discipline. The two Academic skills modules are designed to accelerate your academic and professional development, and begin to engage with contemporary debates within art, design and media. By working with students from a range of backgrounds and disciplines, you will develop important teamwork skills which will enable you to develop innovative creative outcomes and solve problems with confidence. At the core of the Foundation Programme in Art and Design is a project-based approach to learning that emulates the real-world scenarios and challenges faced in professional practice.

You will have the opportunity to explore all that London offers, including field trips which will allow you to engage with a range of cultural organisations. You will be inspired to think imaginatively and critically about your chosen degree course and across the creative professional disciplines of Art and Design.

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)

Level 3 programme learning outcomes

Upon completion of Level 3 you will be able to:

L3.1 Demonstrate foundational understanding of a range of disciplinary areas in Art and Design; (KU PPP)

L3.2 Apply key academic research, reading, writing, making, and assessment skills appropriate to the study of Art and Design; (KU GA PPP)

L3.3 Evaluate your strengths and weaknesses as a student in the completion of set tasks and creative outcomes; (GA PPP KTS)

L3.4 Formulate propositions, thinking critically, creatively, and ethically; (KU GA PPP)

L3.5 Apply foundational working methods, concepts, and contexts in Art and Design practice; (KU GA)

L3.6 Demonstrate a range of employability and study related skills and knowledge for learning in academic and professional contexts. (GA KTS)

How will you learn?

Learning methods

The Foundation year in Art and Design is constructed to foster the skills required for success in Higher Education, and in creative disciplines. In keeping with this, innovative and imaginative methods of learning and teaching will engage you and inspire in you a keen sense of the lively and changing nature of your discipline. These methods are focused particularly in developing in you a critical self-reflexivity and an awareness of your own learning experience throughout the modules and programme, not just when engaging in summative assessments. A distinctive feature of the programme is that it encourages you to make connections between across the module and your studies in your Foundation year.

The Foundation year has been designed to place supported independent learning at the heart of the curriculum. Our learning environment is structured to enable students to address key issues and themes in their discipline in a way that is both relevant and creative, and located within the wider context of the Art and Design disciplines. Our active learning sessions are concerned with acquisition of skills in creative practices and in informed critical evaluation – the skills required for studying Art and Design. We provide a learning environment that encourages students to reflect on key concepts and practices beyond the formal classroom environment. We encourage student partnership and student enquiry as the primary focus on all our modules.

Teaching methods

A range of learning opportunities and experiences are offered to students on the Foundation year in Art and Design to support a variety of learning needs and student diversity. Methods include:

Lectures: Lectures involve presentations by academic staff, practice-based professionals, and/or external speakers. Many lectures involve an interactive and/or 'blended learning' element, and we encourage students to participate in lectures, either by responding to questions or posing their own questions.

Creative Workshops: Practical Art and Design modules will offer interactive workshops that allow students to explore a topic, theme or subject through making and critical reflection, guided by tutors.

Technical Workshops: Develop key practical skills across all areas of the programme using professional level facilities and equipment.

Tutorials: In a tutorial students meet with their tutor either individually or as a part of a small group. Tutorials provide an opportunity to discuss problems and issues, receiving formative feedback on progress and providing a supportive ethos to build learning and confidence.

Practice reviews and critiques ('crits'): A collaborative activity with peers and tutors to support a constant cycle of presentation, feedback, and review of practical outcomes. This forms a cornerstone of Art and Design practice for the research, development, and realisation of practical creative work. Crits are opportunities for students to acquire the key professional skill of being able to support their work and convince their audience. They should be seen as positive learning opportunities – to help students achieve critical distance and learn the ability to respond openly to questions and comments. Note that crits are not

used in the Art and Design Foundation programme as a summative (graded) assessment method.

Studio Practice: Working in a studio environment to develop creative work, either as a scheduled part of timetabled activities, or within independent study time. Specialist facilities are also available once students have completed the appropriate induction.

Seminars: Seminars are informal teaching/discussion sessions in smaller groups and involve greater interaction with the lecturer and with small peer groups.

Fieldtrips: Guided visits by groups of students and tutors to visit art, design and media institutions, museums and galleries and foster reflection on the experience to build creative and professional awareness.

Independent Study: Students are expected to manage their study outside of scheduled time to ensure that they can meet the learning outcomes. Each approach to this will be highly individual, depending upon practice and preferred learning styles. This is an expected and vital part of learning in Higher Education.

Personal Tutorials: All students are assigned a Personal Tutor on arrival, who is normally a member of the Foundation teaching team for the duration of the Foundation year. Personal tutorials are offered regularly through the year and are occasions to review progress across the Programme and discuss any additional learning needs or student support matters.

Assessment methods

Our Foundation Programme offers a variety of assessment methods that aim to foster creative and critical thinking through an awareness of professional Art and Design expectations. Assessment helps students to demonstrate what they have learned in their modules and across the Foundation year. It is also designed to support equality, diversity and inclusion (see below).

The end of each semester will normally have final deadlines for each module, but we aim to spread deadlines across the modules where possible to help students manage their time.

We have developed our assessment framework to ensure that Learning Outcomes reflect the importance of formative and summative approaches.

Formative Assessment:

Formative assessment is a form of ongoing assessment and feedback which does not have marks attached, but contributes to the work for the summative assessments, which are graded. Formative assessment may require students to submit work for feedback to specific deadlines. For example, some 'crit' sessions are formative assessment points that allow students to receive vital feedback from their tutors and peers, which can then be used to further develop and improve their work for the final summative assessment. It is important that students attend and engage with these sessions, to provide the best opportunity to pass modules and develop creative and critical skills. Our use of formative assessment is designed to support student equality, diversity and inclusion by providing key points in advance of the summative deadlines for tutor and peer feedback and review of work in progress.

Summative Assessment:

Summative assessments have marks attached to them and contribute to the final grade for the module. Students achieve module credits by passing summative assessments. 40% is the pass mark for each assessment.

Each module handbook will provide details of the different types of assessment involved and whether they are formative or summative, their deadlines and details of submission.

Practical modules require use of a Learning Journal to develop, document, present, and reflect on the knowledge, understanding and skills required for success and achievement in creative disciplines in Higher Education. This form of assessment supports equality, diversity and inclusivity for students, with more details of how this is achieved below.

Academic skills modules use a variety of tasks and assessments to build study-related and critical thinking skills, again to support varied learning styles and student diversity.

The following forms of assessment may be used, and which may be formative or summative:

- Project Work
- Art, Design and Media products, artefacts and artworks
- Crits (formative only)
- Learning Journals

- Exhibition and display
- Essays
- Individual Presentations
- Group Presentations
- Debates
- Roleplays
- Critical Reflections
- Self-assessment
- Peer assessment
- Reports
- Podcasts

Assessment criteria for summative assessment are stated in the module proformas. Students will receive written feedback from summative assessments linked to the assessment criteria, and a numeric grade out of 100. Grading descriptors ('rubrics') are used to describe levels of student achievement for each of the assessment criteria. These are available on the module pages in the Virtual Learning Environment ('Blackboard') and will be explained by teaching staff when briefing each assignment.

Equality, diversity, and inclusion

Overview

The Foundation Programme in Art and Design is designed to be inclusive and to demonstrate pride in the diversity of our students. It combines established functions of Foundation level study in Art and Design disciplines – the preparation of students for creative learning at degree level – with an active policy of inclusion, access, and expansion of opportunity for underrepresented or marginalised learners and groups. We aim to provide for our students 'access to high-quality learning and transformational personal development opportunities' (source: University of Westminster TEF submission, 2023, p.6). Art and Design disciplines are involved in examining and challenging representation, voice, equality, and influence across society. The role of creative maker is developed through the Foundation year, including through our Personal Tutoring system, to give our students the skills and understanding to recognise their role and the capacity they can have as practitioners to engage with and produce change, and to create work that reflects the diversity of their perspectives and experiences.

Addressing inequalities

We recognise the rich diversity of our student cohorts, and work to understand and reduce the intersectional factors that create, replicate, and embed inequalities of opportunity and structures of discrimination in access to learning and fostering of creative professional careers. The Foundation year in the Art and Design disciplines has a key role in that we must set the standards of opportunity and foster the confidence of our students at this early stage of their university experience.

This begins with our admissions policies and procedures, which are designed to present an ethos of opportunity and inclusion. We typically ask for a small sample of an applicant's creative work (which need not have been produced through prior formal study in Art and Design) and normally offer interviews so that we can hear of their enthusiasm for the subject. The sample of creative work aims to identify not only established skills and experience but also potential for creative development, alongside or over-and-above formal qualifications that may reflect a variety of advantages or disadvantages. The interview process is designed to break down further entrenched disadvantage by providing opportunity for applicants to communicate their interests in the programme, again to reduce the weight of formal qualifications or prior experience alone, and to provide a more authentic discussion of the applicants' aspirations than can be conveyed in formats such as written applicant statements. Interviews are offered flexibly as either on campus or online, at the applicant's preference, and to ensure that the ability to attend on campus for the interview is not a determining factor in access to the programme.

We actively engage with decolonisation to include diverse voices, perspectives, cultures, and histories in teaching materials and curricula, aiming to reflect the diversity of our cohorts and challenge the pervasiveness of varieties of discrimination. We support students to develop their creative practice so that it is meaningful to them and to their positionality, aiming to give students agency in determining their individual journey through the programme. Our students come to Westminster from very diverse backgrounds, and this rich cultural heritage enables an atmosphere of mutual learning and support, challenging preconceptions and opening new correspondences and opportunities. Students will learn about other communities as well as find the space to explore their own.

Inclusive learning, teaching and assessment

Our learning and teaching methods are designed to support difference and diversity, with varied modes of delivery in all practical modules – typically with interactive lecture, discussion, research task, practical workshop activity, and tutorials all part of the pattern of delivery in a single teaching day. This is particularly evident in the most structured modules, *Fundamentals of Art and Design*, and *Explorations in Art and Design*. We recognise and help students to feel confident with varied learning styles and needs, and foster collaboration. Most practical sessions are delivered through co-teaching by staff, modelling varied

methods and diverse perspectives for students who are learning together. Our active learning strategies build confidence in students in responding to open creative tasks from their own positionality and experience, alongside diverse others. The iterative nature of study in the Foundation Programme in Art and Design supports this active, experiential learning, with students learning through doing as a transdisciplinary community of practice.

To support the diversity of learning styles and needs in our students we provide multiple modes of delivery, including audio-visual, tactile, and written materials. We encourage student feedback throughout the course to ensure that their needs and concerns are being met. We also give intensive mentorship and support to students to help them succeed in their studies, tailoring this to meet the diversity and differences in our cohorts, both through academic tutoring in taught sessions and through the Personal Tutoring system.

Assessments in our practical modules are designed to balance across process and practical realisation, using Portfolio formats to ensure that students with diverse learning styles and needs can present their work to best meet the learning outcomes. Structured guidance on how to present their process of learning and practical exploration supports students at this level in representing these activities. Formative feedback through review of work-in-progress, tutorials, and crits, together with rubric-based summative assessments allow multiple modes of support for students in understanding how they are addressing and meeting the learning outcomes and assessment criteria and developing as creative practitioners towards degree level study. Practical assignments across modules are designed to engage with current 'real-world' issues and practices in Art and Design disciplines, to ensure the assessment requirements are authentic both by design and in the perception of our students. This is particularly evident in the semester 2 modules which encourage students to make choices of both disciplinary approach and subject matter in response to broad themes: *Themes in Art and Design*, and *Extended Project in Art and Design*. Our use of crits as a formative assessment method models the collaborative forms of learning, feedback, and innovation expected across Art and Design professions.

Diversity and difference

Creative disciplines draw in diverse students and staff members, including those who are neurodiverse or with a range of additional needs. Our programme team is experienced in supporting the unique needs of our students and we are committed to creating learning materials and assessments that are accessible to all students, regardless of their learning style or ability. We work with the disability team to ensure that our assessments and teaching formats are designed to accommodate our diverse student cohorts and monitor the progress and success of our students through the Personal Tutoring system, identifying where intervention is needed at all stages of the programme.

Sustainability and Sustainable Development Goals

The Foundation Programme in Art and Design is grounded in supporting equity, participation, and access to higher education and the creative disciplines. We encourage students to reflect on their progress and personal development in both creative and academic dimensions, supporting students to create artefacts and processes that engage with their lived experience and the conditions of the social and cultural world in which they will work as Art and Design professionals. We foster the ability to articulate arguments, manage time effectively, recognise the needs of diverse groups, and demonstrate critical awareness of issues of social justice and their relation to the societal role and opportunities of the Art and Design professions.

The Foundation Programme in Art and Design aligns with the University's mission statements on sustainability, social equity, and health by integrating topics and critical discussion that address Sustainable Development Goals (SDGs) in the curriculum. All Art and Design modules consider the ways in which creative professions may contribute to the achievement of SDGs, with particular focus in the modules *Fundamentals of Art and Design* and *Extended Project in Art and Design* on sustainability, equity, and wellbeing in working methods, audience engagement, intended message and reception, and representation. This extends to the questioning of access, voice, empowerment, and the capacity for action through creative practices, notably in times of disruptive social and technological change. These themes are further examined within the context of the Art and Design delivery of the academic skills modules, *Introduction to Academic Practice* and *Critical Thinking in a Changing World*.

Programme Structure

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

Although all Foundation year modules are **core** (compulsory), on subsequent degree level studies choices will be available to students with modules described as either core, option or elective:

- **Core** modules are compulsory and must be undertaken by all students on the programme/course.
- **Option** modules give students a choice of modules and are normally related to the subject area.
- **Electives** are modules offered across the whole University or your College. Such modules allow students to broaden their

academic experience. For example, where electives are indicated, students may choose to commence the study of a foreign language alongside their course modules (and take this through to the final year), thereby adding further value to their degree.

Modules

Level 3

Award of Foundation Certificate available on progression to level 4.

All Foundation (Level 3) modules are **core**. There are no optional or elective modules offered at Level 3, as the focus is on the development of key creative and academic skills through a foundational and core understanding of Art and Design disciplines and methods.

Module delivery

Semester 1	Semester 2
Introduction to Academic Practice (academic skills module)	Critical Thinking in a Changing World (academic skills module)
Fundamentals of Art and Design (practical module)	Extended Project in Art and Design (practical module)
Explorations in Art and Design (practical module)	Themes in Art and Design (practical module)

Module Code	Module Title	Status	UK credit	ECTS
3ARTE001W	Explorations in Art and Design	Core	20	10
3ARTE002W	Themes in Art and Design	Core	20	10
3ARTE003W	Extended Project in Art and Design	Core	20	10
3ARTE004W	Fundamentals of Art and Design	Core	20	10
3ACHE003W	Introduction to Academic Practice	Core	20	10
3ACHE004W	Critical Thinking in a Changing World	Core	20	10

Professional body accreditation or other external references

Not applicable for level 3 provision. Please refer to programme specifications for each degree at Level 4-6 for any specific Professional Body Accreditation requirements.

Employment and further study opportunities

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

Graduate Attribute	Evident in Learning Outcomes
Critical and creative thinker	L3.4, L3.5
Literate and effective communicator	L3.2, L3.6
Entrepreneurial	L3.3, L3.6
Global in outlook and engaged in communities	L3.3, L3.6
Socially, environmentally, and ethically aware	L3.3, L3.4

The focus on 'Graduate Attributes' provides students with a broad framework for students to assess their learning and to develop professional level skills which are valued in a range of professional settings and contexts.

To support student employability, the University has a Careers and Employability Service, and Westminster Enterprise Network. Westminster Enterprise Network is a student and graduate enterprise and innovation hub at the University of Westminster. It supports students from Foundation level onwards in seeking good quality work experience and extending their knowledge and

preparedness for future professional success.

University of Westminster courses also 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, experience, and future study and career opportunities of our students.

Students who complete successfully the Foundation Programme will progress to degree level study in their chosen degree. Students may also be eligible to transfer to another course within the Programme, with more details of this below. All students complete work-based placement learning during their degree level studies.

Programme management

Your Programme is managed through Westminster School of Arts.

The Programme Leader and the teaching team will meet you in the induction week programme and will help you with enrolment, registration, and orientation to the university, its processes and the culture of higher education. The Programme Leader is responsible for development and management of the programme.

The Programme is monitored each year by senior members of the School to ensure that it is running effectively and that issues that might affect the student experience have been appropriately addressed. Staff will consider feedback from student representatives and the wider student cohort, alongside evidence of student progression and achievement, to evaluate the effectiveness of the programme. The Teaching Committee audits this process, and the outcomes are reported to the Academic Council of the University, which has overall responsibility for the maintenance of quality and standards in the University. More details of our quality and continuous improvement processes are below.

Academic regulations

The current Handbook of Academic Regulations is available at [westminster.ac.uk/academic-regulations](https://www.westminster.ac.uk/academic-regulations). Course specific regulations apply to some courses.

Academic Support

Induction: introduction to key information and staff

Upon arrival, an induction programme will introduce you to the staff responsible for the programme, 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 Programme Handbook, which provides detailed information about the programme. Each Programme/Course has a Programme/Course Leader or Director of Studies, whose role is to ensure effective delivery of the Programme/Course.

Personal Tutoring

All students enrolled on a full-time course have a Personal Tutor, who provides advice and guidance on academic matters. Personal Tutors for the Foundation year are normally assigned from the teaching team of the Programme, and students are asked to meet with their Personal Tutor regularly, with formal meetings typically offered twice per semester. Personal Tutors are academic mentors, helping students to develop their learning and success across the programme. They can also provide pastoral guidance and signpost students with additional needs to our Student Support Services. Student progress is monitored through Personal Tutorials and linked to learning and study support provision. As some students on the Foundation year are returning to study, the enhanced Personal Tutorial system we offer on the Programme will provide additional opportunities for students to develop appropriate study skills and to gain the confidence required to make the transition to Higher Education.

Virtual Learning Environment (Blackboard)

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>

Learning Support

The Academic Learning Development teams support students in developing the skills required for higher education. As well as online resources in Blackboard, students can attend Study Skills workshops and one-to-one appointments. Further information on the Academic Learning Development teams can be found at [westminster.ac.uk/academic-learning-development](https://www.westminster.ac.uk/academic-learning-development).

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

for silent and group study, desktop computers, laptops for loan, photocopying and printing services.

Students 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 and Course. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services

University of Westminster Student and Academic Services provide advice and guidance on:

- Accommodation
- Financial and legal matters
- Counselling and mental health
- Wellbeing, health and disability support
- Careers and employability
- Specialist advice for international students
- Chaplaincy providing multi-faith guidance

Personal Tutors can guide students towards further information on the support available to students, or information can be found at:

<https://www.westminster.ac.uk/current-students/support-and-services>

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/programme 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/programme 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, to evaluate the effectiveness of the course and make changes where necessary.

A course/programme 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 Programme/Course/Module level, students have the opportunity to express their voice in the running of their course. Programme/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 Programme/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.

Additional Details

Level 4 Transfer Eligibility

A student who successfully progresses to Level 4 in accordance with the University Academic Regulations may be eligible to apply to transfer to other courses with a Foundation pathway. Students wishing to transfer must do so in accordance with the published procedure, and

- must normally do so only at the end of the Foundation year.
- must obtain the approval of both the School Foundation Programme Leader and the Course Leader of the proposed course.

Courses which students would be eligible for transfer onto at Level 4:

- BA Animation
- BA Creative Media Arts
- BA Fashion Photography
- BA Fine Art Mixed Media
- BA Games Art
- BA Games Design
- BA Graphic Design
- BA Illustration
- BA Photography

Programme outcomes mapped to modules

The programme outcomes are addressed in the following modules.

Learning Outcome	Modules where the Learning Outcome is addressed
L3.1	Explorations in Art and Design Themes in Art and Design Fundamentals of Art and Design
L3.2	Introduction to Academic Practice Critical Thinking in a Changing World Explorations in Art and Design Themes in Art and Design Extended Project in Art and Design
L3.3	Introduction to Academic Practice Critical Thinking in a Changing World Explorations in Art and Design Themes in Art and Design Fundamentals of Art and Design Extended Project in Art and Design
L3.4	Introduction to Academic Practice Critical Thinking in a Changing World Explorations in Art and Design Themes in Art and Design Fundamentals of Art and Design Extended Project in Art and Design
L3.5	Explorations in Art and Design Themes in Art and Design Fundamentals of Art and Design Extended Project in Art and Design
L3.6	Introduction to Academic Practice Critical Thinking in a Changing World Extended Project in Art and Design

Disclaimer and copyright notice

This programme specification provides a concise summary of the main features of the programme 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 Programme Handbook, Module Proformas 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 – 2024©