

## Course record information

<b>Name and level of final award</b>	<ul style="list-style-type: none"> <li>• Bachelor of Arts with Honours - Global Challenges</li> <li>• Bachelor of Arts with Honours - Global Challenges with International Experience</li> <li>• Bachelor of Arts with Honours - Global Challenges with Professional Experience</li> </ul> <p>The award is Bologna FQ-EHEA first cycle degree or diploma compatible</p>
<b>Name and level of intermediate awards</b>	<ul style="list-style-type: none"> <li>• Diploma of Higher Education (Dip HE) - Global Challenges</li> <li>• Certificate of Higher Education (CertHE) - Global Challenges</li> </ul>
<b>Awarding body/institution</b>	University of Westminster
<b>Teaching institution</b>	University of Westminster
<b>Status of awarding body/institution</b>	Recognised Body
<b>Location of delivery</b>	Primary: Central London
<b>Language of delivery and assessment</b>	English
<b>QAA subject benchmarking group(s)</b>	<p>As an interdisciplinary course we have drawn upon the following QAA subject benchmarks to frame the learning outcomes for this course:</p> <ul style="list-style-type: none"> <li>• <a href="#">Social Policy</a></li> <li>• <a href="#">Politics and International Relations</a></li> </ul>
<b>Professional statutory or regulatory body</b>	
<b>Westminster course title, mode of attendance and standard length</b>	<ul style="list-style-type: none"> <li>• Global Challenges BA, Full-time, September start - 3 years standard length with an optional year abroad or placement</li> </ul>
<b>Valid for cohorts</b>	From 2024/5

## 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

The BA Global Challenges will help you to address some of the most pressing global political, scientific, and ethical challenges in human society today. You will be asked to explore some of the key dimensions of science, politics, and society as we embark on a future where collective responsibility will shape the direction of our shared world. By cultivating an interdisciplinary approach to the study of global challenges you will be equipped with a practical toolkit for addressing emergent social, political, and scientific threats and you will be asked to respond creatively, critically, and methodically to global problems. The course is structured to allow you to have an experimental space to explore the configuration of local, national, and global society and to bring in a range of different disciplinary perspective to make sense of these challenges. The BA Global Challenges reflects a joined-up approach to the study of global challenges. You will gain a clearer understanding of the ways in which science connects us to our human communities and allows us to understand questions of justice, human rights, health and wellbeing, and sustainability within a global context.

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership. They recognise that ending poverty and other deprivations must go together with strategies that improve health and education, reduce inequality, and enable economic growth – all while tackling climate change and working to preserve our natural resources. The BA Global Challenges has a particular focus on enabling a 'joined-up' approach to the SDG, recognising that progress in one area depends on enacting change in other domains. With this in mind, the BA Global Challenges highlights the importance of reducing poverty and hunger, ensuring health and wellbeing, achieving gender and racial equality, delivering a net zero future, bringing dignity to work, and enabling sustainable futures through decisive action on climate change.

The Sustainable Development Goals are integral to making sense of human communities and this course will give you the opportunity to interrogate the ways in which the Sustainable Development Goals establish a platform for action at the local, national, and global level.

You will confront the 'big questions' of our times: How do we understand poverty in a world characterised by inequality? How do we eliminate hunger in a world of scarcity? How do we work towards positive outcomes in health and wellbeing? How do we ensure education for all? How do we close the gender gap? How do we establish clean and sustainable energy sources? How do we work towards decent work and sustainable economic growth? How can we make our cities and communities more sustainable? How can we ensure climate action achieves net zero? How can we have faith in our institutions so that they achieve peace, justice, and reduce inequality?

Engaging with the role of science in society you will be asked to think imaginatively about the sociological and ethical dimensions of scientific knowledge and how they can be understood through social and political frameworks. At the heart of the discussion is the importance of thinking about global issues within a comparative context, enabling a rich discussion on the legacies of time, space, and place in global communities. There is a compelling need to engage with impact of colonialism and Empire, including the emergence of the contemporary state system, in our human communities and this course fosters an understanding of the importance of diversity and inclusion in shaping a shared future.

You will work to nurture and incubate new ways of thinking about global challenges. In your first year you will explore how working alongside communities can help generate positive outcomes for diverse stakeholders within local, national, and global contexts. In the second year you will think about the ways in which different research approaches in the human and social sciences can help unpack key dilemmas and identify scalable solutions to global challenges. In your final year you will be tasked with developing an innovation project on an area you are passionate about, leveraging your research skills in a broad range of disciplines to put in place workable solutions to global challenges. Taken together you will take a range of core, optional, and elective modules in a broad range of disciplines – from sociology, to politics, to health and nutrition, to sustainability studies. This will allow you to experience different methodological perspectives on future global challenges. You will have the opportunity to develop a specialism by selecting specialised optional modules, including a carefully curated range of College and School electives. Our option modules do not presume too much prior subject knowledge, though we encourage you to choose those modules that best suit your interests and professional objectives; we are committed to working closely with you during your module registration information and will arrange personalised module choice sessions for each student.

An optional year of work or study abroad is available on the BA Global Challenges. An optional year in a UK placement is offered on the BA Global Challenges with Professional Experience. An optional year of work or study abroad is available on the BA Global Challenges with International Experience.

Why interdisciplinarity?

The BA Global Challenges is underpinned by the realisation that complex problems require 'joined-up' thinking in the human and social sciences. It affirms the idea that developing a comprehensive response to scientific, social, and political challenges requires understanding different disciplinary perspectives. Following from this, the pursuit of innovation must be based on developing skills and borrowing tools from a range of disciplines. The BA Global Challenges is for those students who are uncomfortable with 'disciplined' knowledge and seeks to bring a range of diverse perspectives to the table in addressing new and existing scientific, social, and political challenges.

To prepare students for a role in addressing global challenges we need to equip graduates with skills to move within, across, and beyond disciplines. By continuously questioning what sort of perspectives are needed to develop innovative solutions to complex problems the BA Global Challenges has been curated to encourage an open and inclusive approach to knowledge formation and problem solving. The BA Global Challenges enables students to cultivate a range of diverse perspectives in relation to the Sustainable Development Goals, allowing graduates to become the professionals that society needs.

Ultimately, the BA Global Challenges aims to cultivate interdisciplinary mindsets for framing, rethinking, and conquering global challenges in science, society, and politics. You will be encouraged to bring your passions to the study of global challenges, enabling an intersectional and transdisciplinary understanding of how health, environment, education, law, society, culture, and science are needed to address some of our pressing global issues. This course has been designed for those who seek to become architects of change within their communities, allowing for career pathways in a range of professional contexts.

## 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 BA Global Challenges programme aims to create graduates who are leaders in professional life, globally engaged and lifelong learners.

Graduates in BA Global Challenges will acquire knowledge, both as academic researchers and as individuals with an informed and global outlook. This knowledge encompasses a broad and diverse range of scholarly perspectives and actively engages with the contemporary agenda. Graduates leave with a commitment to the continuation of knowledge, appreciating its intrinsic value and as a tool within professional life.

Our graduates gain the attributes of ambitious and confident thinking, enabling innovation and achievements. Leadership qualities are evident in the diversity of pathways graduates take. Self-discipline allows graduates to attain professional standing and exercise their initiative.

Graduates from BA Global Challenges will be adaptable and able to respond to the new challenges faced within scientific, social and global contexts. International opportunities Graduates with international experience are particularly valued by employers. Students on this course have the opportunity to spend one year abroad in their third year. You may also undertake a work or volunteering placement, both of which provide valuable opportunities to boost your employability and ground your studies in an experiential setting. You can also undertake a combination of both study and work. A one-year period of residence abroad enhances your language skills and contributes experiences and contacts that can be valuable in your career. It also encourages intercultural awareness and capability, qualities of self-reliance and other generic skills which further enable you to become mobile and transnational citizens.

We would anticipate that graduates of BA Global Challenges to be leaders in a range of diverse organisational and professional settings, drawing upon a range of disciplinary perspectives to understand specific challenges within an organisation, company, or public sector body. The course has been structured at each level to facilitate a continuous culture of professional development, entrepreneurship, and social responsibility in a range of cultural, political, and institutional contexts. At Level 4, Introduction to Activism sees students working with a partner organisation to address a number of major global challenges. At Level 5, the Global Challenges Accelerator Lab encourages students to undertake stakeholder engagement and to consider the impact of public engagement. At Level 6, the Innovation and Change Project is designed to cultivate active responsibility for change within institutional, cultural, and political contexts.

## 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:

- 001 Communicate ideas about global challenges confidently and clearly in a variety of written, verbal, and visual formats ( KTS )
- 002 Explain and interpret core concepts and methodologies related to different ways of thinking about global challenges, including the importance of evidence-informed approaches ( KU )
- 003 Evaluate the interconnection of different disciplinary perspectives on global challenges, including the history and philosophy of science and the value of the social sciences for understanding future global issues ( KU CS )
- 004 Demonstrate developing research skills in your ability to collect data, and locate, select and evaluate sources ( GA KTS )
- 005 Demonstrate emerging understanding of the different disciplinary toolkits available in the analysis of global challenges, including a preliminary analysis of global challenges through the lenses of sustainability, human rights, public health, and wellbeing ( KU )
- 006 Confidently utilise the full range of bibliographic conventions particular to the study and understanding of global challenges, including citation practices, and effectively manage source material and scholarly presentation ( GA )
- 007 Recognise the range of professional contexts in which global challenges are negotiated and understood with a clear statement of professional and personal objectives in undertaking study in BA Global Challenges ( PPP )

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

- 008 Demonstrate practical understanding of research methods and the importance of engagement with ethical considerations in researching current and emerging global challenges ( KTS )
- 009 Evaluate and express the learning gained from experience in a professional context through the "Global Challenges Accelerator Lab" and "innovation and Change" modules. ( PPP )
- 010 Utilise effective and appropriate communication strategies for making sense of global challenges, including the development of interpersonal communication skills ( KTS )
- 011 Undertake a review of the dimensions of global challenges and locating appropriate responses through a range of disciplinary and interdisciplinary perspectives ( KU CS )
- 012 Critically reflect on the relationship between the production of knowledge and human communities, ensuring that knowledge production advances a sustainable agenda for human societies and cultures ( KU CS )
- 013 Identify global challenges across traditional disciplinary boundaries and explain them through a range of different perspectives including the sciences, psychology, politics, and sociology ( KU )
- 014 Construct policy responses and interventions to contemporary and future global challenges ( KU )

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

- 015 (Professional Experience Only) Demonstrate personal development in work-readiness ( GA )
- 016 (International Experience only) Demonstrate competence in an international context ( GA )

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

- 017 Demonstrate critical understanding of the Sustainable Development Goals through different disciplinary perspectives and an advanced understanding of their practical, theoretical, and political limits ( KU )
- 018 Construct complex, sophisticated and independent arguments about global challenges through a critical research agenda which is anchored in the objective of enacting positive social change ( CS )
- 019 Synthesise and comparatively evaluate ideas and practices across disciplines for making sense of global challenges ( CS )
- 020 Demonstrate advanced capacity to apply the methods and concepts acquired to critically analyse and propose solutions to real-world problems through a range of different policy approaches ( GA KTS )

- 021 Demonstrate confidence, capability, and preparedness to propose and positively advocate for a range of diverse human communities in a global context ( PPP )
- 022 Communicate the role of contentious knowledge for making sense of future global challenges and how we structure human societies to respond to emerging threats to health, wellbeing, and sustainability ( CS )
- 023 Demonstrate personal and professional preparedness for work and/or further study ( PPP )

## How will you learn?

### Learning methods

The specific teaching and learning strategies adopted on the BA Global Challenges and BA Global Challenges with International/Professional Experience use a variety of authentic and inclusive learning, teaching, and assessment methods to ensure that, together, they enable and empower every student to fulfil their potential and enable success in a changing job market. The wide range of necessary knowledge and skills required for understanding the specific dynamics of global problems is encouraged through exposure to a range of different disciplinary perspectives and this carousel approach to interdisciplinary problem-solving is at the forefront of the learning. Students are positioned as changemakers from the outset of the BA Global Challenges and you will be encouraged to think in rigorous ways about the dilemmas and issues impacting on our global world as an advocate, activist, and citizen.

Supporting the University of Westminster's Black Lives Matter Commitment Plan as well as the wider Equality, Diversity and Inclusivity agenda, BA Global Challenges has been developed using an inclusive approach that ensures you will have a learning experience that respects diversity, encourages active participation, considers students' varying needs, encourages and enables you to tailor your learning according to your career and individual aspirations, and equips you with the skills to work in a changing and diverse world. The course team is fully committed to equality, diversity, and inclusion in the curriculum, in teaching, learning and assessment practices, and in our learning spaces. We aim to eliminate all arbitrary barriers to your learning and to work with you to achieve that aim. Our aims are underpinned by three principles: provision of an inclusive learning environment, both physical and digital; diversification and inclusivity of the curriculum; provision of diverse and inclusive co-and extra-curricular activities. Practically, you will see our commitment working in the following ways, for example: Inclusive learning environment: accessible materials are provided across all modules; a range of assessment modes is employed, for example in the module Global Order and Ethics in a Changing World students are asked to campaign for a social, political, or ethical issue confronting global communities; similarly, in the Innovation and Change Project students will be able to choose a Sustainable Development Goal and work through some of the practical, scalable solutions to a topic they are passionate about. Introduction to Activism has been designed to work in partnership with a community organisation to get students thinking about campaigning for social and political impact, including development of the skills required for success in a range of social and professional contexts. We have developed diverse ways of engaging students in thinking about shaping solutions for global challenges, including an emphasis on linking human communities to shared understandings of global problems.

We have an inclusive approach to extra-curricular activities, with the flagship Democratic Education Network underpinning the student learning and empowering students to take responsibility for causes and issues which are central to their intersectional identities.

A central element of the course are the modules which are experimental in scope and designed to take students beyond a single way of looking at global challenges. At Level 4, this can be found in the Introduction to Activism module where students will work in partnership with a civil society organisation to understand the importance of collaboration for social justice. At Level 5, this experimental ethos can be found in the Global Challenges Accelerator Lab where students are encouraged to use the methodological tools of a range of disciplines to unpack how we can advance positive social change which reflects evidence-informed research approaches. At Level 6, we encourage our students to own their learning through the Innovation and Change Project and specifically encourage synoptic reflection on the value, enactment, and limits of the Sustainable Development Goals.

Learning methods include:

- Class-based learning (seminars, workshops, tutorials), usually augmented by learner engagement with weekly pre-class content provided online (recordings, readings, prep tasks, etc.);
- Team/group-work inside and outside of the classroom to enable students to further develop their teamwork skills to work effectively in a professional environment;
- Learner engagement with weekly post-class consolidation and/or practical tasks feeding into the next session;
- Independent study including reading, seminar preparation, and assessment preparation;
- Engagement with library and online sources to develop students research and analysis skills;
- Interaction with external speakers and industry professionals to enable students to appreciate how the taught

material is applied across a range of professions and how various technologies / tools / methods / techniques are used across a range of professional activities;

- Informal learning in peer groups;
- Collaborative partner working, including a range of commissioned and project opportunities with third sector, civil society, and NGO organisations;
- Study visits and fieldwork.

The BA Global Challenges also incorporates experiential, work-based learning. Students are supported throughout their studies by Blackboard, the University's Virtual Learning Environment (VLE), web-based teaching materials, and the Library and IT services. Blackboard functions as an interactive and dynamic digital learning platform and provides access to sites that give important information related to the course, individual modules, and general university information. The Blackboard module sites are used for online collaborative learning activities and provide ready access to online module readings, seminar plans and assessment schedules, pre-recorded lectures, and a wealth of other learning materials. Blackboard is also used for assessment purposes, including electronic coursework.

## Teaching methods

Our teaching methods are aimed at enabling students' active participation in their learning through knowledge and skills acquisition by means of critical discussion, engagement, self-study, and practical experience. The teaching strategies employed on the BA Global Challenges are wide-ranging and vary across the modules that make up the programme of study, depending on the disciplinary perspective being developed. Those selected for an individual module depend on what is most appropriate for the module's topic, learning outcomes, and assessment strategy. They may involve seminars, workshops, tutorials, and, for the Innovation and Change Project, individual supervision sessions.

All modules combine critical and theoretical debate with evidence-informed discussion and authentic learning activities. This approach encourages students to actively participate and get immediate individual feedback from peers and/or academic staff. Our teaching practice respects diversity of experience and opinion and provides a supportive space for learning. Seminars are used to provide a firm grounding in the theory, methods, and techniques relevant to study of global challenges.

Seminars are made up of varying combinations of short, lecture style presentations from seminar leaders, student presentations and peer to peer feedback, plenary discussion, and work in small groups. Practical workshops will be led by industry experts (alongside academic staff), in appropriate spaces (including off site and online), and during them students will sometimes work alone, sometimes in groups, on practical problem-solving and receive training in relevant tools and methods.

Where lectures take place, they include interactive and participatory work and are about bringing students together in a shared space for dialogue, debate, and discussion. Individual Supervision is provided to students working on their Innovation and Change Project. The project module is designed to unify and integrate skills and knowledge gained on the individual taught modules, benchmarked against specific elements of the Sustainable Development Goals. It provides the opportunity to put into practice and extend what has been learnt in relation to specific, real-world contexts and for students to present their scalable solution(s) for specific global challenges. The supervisor will, in most cases, have research interests and/or professional experience in the area of your chosen project area or research topic.

Each module will provide the following online support: access to teaching material in a range of formats, online reading lists and access to e-readings, discussion boards, virtual study rooms for students to collaborate, and space for individual and group online meetings. Individual support for each module will be available from the module's teaching staff. At key stages in your academic studies, the decisions you will need to make – such as choice of option modules and Dissertation/Project topic – will be guided and supported by your Course Leader. Students will also be supported by the Course Leader and helped with personal issues that arise during their studies by their Personal Tutor and, where appropriate, a Senior Tutor within your host school.

We recognise that module choice for each year of study will need to be tailored around each student's professional ambitions. At each level there will be a dedicated group tutoring session at the time of module registration to ensure that students are aware of the different types of modules offered and how the choices made can enhance their future employability.

## Assessment methods

The BA Global Challenges programme offers a variety of assessment methods that aim to develop graduates who are open to critical thinking, effective at communication, independent and reasoned in professional life, and ethical in their global outlook. Varying assessment activities can help to motivate students with an increasingly diverse range of experiences, learning styles, and competencies. We have adopted a mixture of assessment types to reduce over-assessment and ensure that students develop a broader range of skills for professional success than would be

transferred by traditional assessment methods alone.

Formative assessment has been designed to support your academic and professional development, allowing you to engage in a task with appropriate feedback to shape your understanding of an issue, theme, or real-world task. Summative assessments have been designed to promote academic rigour, professional relevance, and to enable an evidence-informed mindset for addressing global challenges. We have moved away from essays and exams where learning outcomes can be assessed in more holistic ways, allowing you to prepare for the world of work and ensuring industry relevance for your learning. Formative assessment does not contribute to your overall grades. Summative assessment measures how much you have learnt in a way that contributes to your overall grades.

We have developed our assessment framework to ensure that learning outcomes are 'joined up' to reflect the importance of formative, summative, and authentic approaches. In designing the assessment strategy for BA Global Challenges the course team has sought to ensure a balance between traditional and innovative forms of assessment. In this regard, our students would typically be exposed to the following forms of assessment:

- Essays
- Examinations
- Blogs/Wikis
- Policy Reports
- Individual Presentations
- Group Presentations
- Debates
- Roleplays
- Interviews
- Project Work
- Critical Reflections
- Journals and logbooks
- Self-assessment
- Peer assessment
- Oral defences
- Project/Dissertation
- Professional Reports
- Book reviews
- Posters
- Simulations/Games
- Multimedia Films
- Learning Portfolios

A unique feature of our assessment strategy for BA Global Challenges is its emphasis on authentic engagement with 'real-world' tasks. Our authentic assessment strategies are strongly linked to policy tasks, research skills and the development of graduate attributes that enable a student to develop 'job-ready' skills alongside traditional academic skills. For this reason, we have mapped our assessment on both core and optional modules to ensure a good balance between formative, summative and authentic methods.

Academic staff recognise that traditional exams/essays are sometimes not the only means by which module leaders could assess higher order analytical, diagnostic, comprehension, imaginative, and critical thinking skills. Our assessment strategy aims to establish a differentiated basis for students' development in their progression through levels 4-6 of the programme. To achieve this, we have designed sensitive methods of continual and varied assessment that allow us to authentically achieve broader course aims and objectives. We have made a conscious effort to standardise assessment within the programme and benchmarked our assessment strategy. As a result of this, each 20-credit module will contain similar assessment expectations and students are informed of the typical time and effort expectations for completing coursework.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	002, 003, 004, 011, 012, 013, 014, 017, 019, 020, 022
Literate and effective communicator	001, 006, 010, 018
Entrepreneurial	007, 009, 015, 023
Global in outlook and engaged in communities	005, 008, 012, 014, 016, 017, 020, 021
Socially, ethically and environmentally aware	003, 005, 008, 011, 018, 021

## 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
4SUSD001W	Global Order and Ethics in a Changing World	Core	20	10
4SUSD002W	Introduction to Activism	Core	20	10
4BICH003W	Science: History Practice and Philosophy	Core	20	10
4SOCL004W	Understanding Race	Core	20	10
4PIRS003W	Dilemmas of International Development	Option	20	10
4CRIM002W	Justice and Human Rights	Option	20	10
4HMNT004W	Psychology and Sociology of Health and Well-being	Option	20	10
4PSYC001W	Social Psychology	Option	20	10
		Elective	20	10

### Level 5

Module Code	Module Title	Status	UK credit	ECTS
5SUSD001W	Global Challenges Accelerator Lab	Core	20	10
5PHSC002W	Global Public Health Priorities	Core	20	10
5PHSC004W	Power, privilege and public health challenges	Core	20	10
5SUSD006W	The Global and Ethical Challenge of (in)security	Core	20	10
5CLST002W	Working With Data	Core	20	10



Module Code	Module Title	Status	UK credit	ECTS
5PIRS001W	Democracy and Development in Asia and Africa	Option	20	10
5LLAW005W	Introduction to Human Rights Law	Option	20	10
5LLAW011W	Law and Social Justice	Option	20	10
5WSEL009W	LGBTQ Studies	Option	20	10
5PSYC004W	Self and Society	Option	20	10
5SOCL012W	The City, Community, and Belonging	Option	20	10
		Elective	20	10

## Additional Year

Module Code	Module Title	Status	UK credit	ECTS
5SUSD002W	Global Challenges International Experience Year (SEM1)	Core	60	30
5SUSD003W	Global Challenges International Experience Year (SEM2)	Core	60	30
5SUSD004W	Global Challenges Professional Experience Year (SEM1)	Core	60	30
5SUSD005W	Global Challenges Professional Experience Year (SEM2)	Core	60	30

## Level 6

Module Code	Module Title	Status	UK credit	ECTS
6BIOL001W	Designing a Sustainable World	Core	20	10
6SUSD001W	Innovation and Change Project	Core	40	20
6PIRS025W	The Global Politics of Climate Change: Security, Sustainability and Low-Carbon Transition	Core	20	10
6PIRS006W	Ethics Morality and World Order(s)	Option	20	10
6EVBI001W	Global Ethics	Option	20	10
6CRIM009W	Immigration, Borders and (In)Justice	Option	20	10
6PSYC018W	Political Psychology	Option	20	10
6LANS002W	Professionalising International Communication	Option	20	10
6CLST002W	Social Change	Option	20	10
6SOCL009W	The Cultural Politics of Race	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

### Course management

The course is supported and managed by a Course Leader, who will provide you with guidance and support for throughout your studies. Your Personal Tutor will nourish and support your academic, professional, and personal development throughout your studies.

## Academic regulations

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