**Part one: Programme Specification**

**Course record information**

| | |
|---|---|
| Name and level of final award after 4 years of study: | BSc Honours (dependant on final award) |
| Name and level of intermediate awards: | Diploma of HE<br>Certificate of HE |
| Awarding body/institution: | University of Westminster |
| Status of awarding body/institution: | Recognised Body |
| Location of delivery: | Cavendish Campus,<br>115, New Cavendish Street |
| Language of delivery and assessment: | English |
| Foundation Course leader: | Stephen Reed |
| Course URL: | Dependant on final award |
| Foundation Course mode and length of study: | Full time; 1 academic year;<br>campus-based with on-line support |
| University of Westminster course code: | Dependant on final award |
| JACS code: | Dependant on final award |
| UCAS code: | Dependant on final award |
| QAA subject benchmarking group: | Dependant on final award |
| Professional body accreditation: | Dependant on final award |
| Date of next course validation/review: | March 2015 |
| Date of programme specification: | March 2012 |

**Admissions requirements**

For applicants aged under 21, 2 ‘A’ levels (grade C) in non-science subjects.
For applicants aged over 21, GCSE or equivalent in English and mathematics (both at grade C or above).

**Aims of the course**

- To ensure that enrolled students acquire the level of scientific knowledge and study skills necessary to meet the entry requirements of their chosen undergraduate degree pathway
- Pathway specific aims dependent on chosen BSc course and final award

**Employment and further study opportunities**

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.

**Learning outcomes**

Learning outcomes are statements on what successful students have achieved as the result of learning. These threshold statements of achievement are linked to the knowledge, understanding and skills that a student will have gained on successfully completing a course.

**Knowledge and understanding**

**At Level 3** students should be able to:

- demonstrate in their module assessments, their knowledge and understanding of the fundamental principles, concepts and terminology of maths, physics, chemistry, human physiology and biology which underpin the subject areas of the life sciences;

- demonstrate in their module assessments some understanding of the theoretical backgrounds to a range of techniques commonly encountered in the life sciences

**Specific skills**

- competence in scientific numeracy and literacy;
- competence in practical laboratory skills;
- competence in learning-related IT skills;

**Key transferable skills**

**Learning Resources & Management of Information:**

- **at Level 3** students are expected to be developing their ability to: access effectively library resources, University-wide and School Intranet facilities and the Internet as appropriate; undertake simple research tasks with guidance.

**Communication Skills:**

- **at Level 3** students are expected to be developing their ability to: communicate effectively about mathematics, physical science, chemistry and biology in a variety of course work and examination formats, including practical reports, using IT resources as appropriate; formulate and give a short group oral or poster presentation.

**Intellectual Skills:**

- **at Level 3** students are expected to be developing the ability to apply methods and subject knowledge accurately and carefully to a given problem as appropriate to the basic sciences and mathematics.

**Independent and Team Work:**

- **at Level 3** students are expected to be developing the ability to: work effectively with other members of a group in problem solving and practical work; manage time effectively and prioritise tasks so as to meet deadlines.

**Self Evaluation and Career Management**

- **at Level 3** students are expected to be developing the ability to evaluate their own strengths and weaknesses in the subjects studied and their practice; be aware of the undergraduate degrees available within the School of Life Sciences and of the broad career opportunities available from them.

(Learning outcomes at **levels 4, 5 and 6** will be dependent on the degree pathway studied.)

## Learning, teaching and assessment methods

### Learning

Each module has its own combination of learning opportunities (e.g. lectures, tutorials, practical work, problem solving and computer-based exercises) that together with student-centred learning promote engagement with the subject material. Many modules make use of the online learning environment Blackboard to provide a learning resource, for example holding presentations, documents and web links.

### Teaching

At Level 3, the modules provide core knowledge and skills across the life sciences; most of the Level 3 programme is common across the foundation year programme with the exception of two option modules for which registration is dependent on the degree pathway and exit award for which the student has enrolled. In general, modules are delivered using combinations of lectures, tutorials, practical work, problem solving and computer-based exercises and student-centred learning.

### Assessment

Modules are assessed using a variety of coursework and examination components. Some modules within the foundation programme are assessed

by 100% course work whereas others will have an exam component which typically accounts for 50% of the module marks. Assessment methods for course work are varied and include essays, practical work, reports, group work and oral presentations. This variety enables students to develop skills that will prove useful in employment.

### Course structure

This section shows the core and option modules available as part of the Foundation course and their credit value. Full-time Undergraduate students study 120 credits per year.

| **Credit Level 3** | | | | |
|---|---|---|---|---|
| **Module code** | **Module title** | **Status** | **UK credit** | **ECTS** |
| FLSF301 | Processes in Biology | core | 30 | 30 |
| FLSF302 | Chemistry for Life Sciences | core | 30 | 30 |
| FLSF303 | Introduction to Anatomy & Physiology | core | 15 | 15 |
| FLSF304 | Maths & Physical Science | core | 15 | 15 |
| FLSF305 | Academic Skills | core | 15 | 15 |
| FLSF306 | Perspectives in Healthcare | specific | 15 | 15 |
| FLSF307 | Biosciences in Action | specific | 15 | 15 |
| Students will enrol for *either* FLSF306 *or* FLSF307 but *not* both | | | | |
| **Credit Levels 4,5 & 6** | | | | |
| **Module code** | **Module title** | **Status** | **UK credit** | **ECTS** |
| All are dependent upon final award | | | | |
| **Award of Diploma of Higher Education available at the end of Level 5** | | | | |
| **Award of BSc available at the end of Level 6**<br>**Award of BSc Honours available at the end of Level 6.** | | | | |

### Academic regulations

The BSc (Hons) and its intermediate awards operate in accordance with the University's Academic Regulations and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland published by the Quality Assurance Agency for Higher Education (QAA) in 2008.

All students should make sure that they access a copy of the current edition of the general University handbook called Essential Westminster, which is available at westminster.ac.uk/essential-westminster. The following regulations

should be read in conjunction with Section 17: Modular Framework for Undergraduate Courses and relevant sections of the current Handbook of Academic Regulations, which is available at westminster.ac.uk/academic-regulations

Award

To qualify for the *final award* of BSc (Hons.) in a named pathway a student must have:

- obtained at least 360 credits including:
  - passed 75 credits at credit Level 4 or higher and achieved at least a condoned credit in each of the remaining modules worth 45 credits at Level 4; and
  - passed a minimum of 120 Credits at credit Level 5 or higher; and
  - passed a minimum of 120 credits at credit Level 6 or higher.
- attempted modules with a maximum value of 330 credits at credit Levels 5 and 6; and
- satisfied the requirements contained within any course specific regulations for the relevant course scheme.

The class of the Honours degree awarded is decided by two criteria, the average of the best 105 credits passed at credit Level 6 being in the range of the class to be awarded, and the average of the next best 105 credits passed at credit Levels 5 and 6 provided the next best 105 credits passed are no more than one classification below this.

Support for students

Upon arrival, an induction programme will introduce students to the staff responsible for the course, the campus on which they will be studying, the Library and IT facilities and to the Faculty Registry. Students will be provided with the Course Handbook, which provides detailed information about the course. Students are allocated a personal tutor who can provide advice and guidance on academic matters.

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

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.

Student Affairs provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers and the chaplaincy providing multi-faith guidance. The Student Affairs Hub is located at 101 New Cavendish Street, Cavendish House (1st Floor).

http://www.westminster.ac.uk/study/new-students/when-you-arrive

The University of Westminster Students' Union also provides a range of facilities to support all students during their time at the University. http://www.uwsu.com/

**Reference points for the course**

**Internally**
The University of Westminster's Mission Statement, Quality Assurance Handbook and Modular Framework inform the programme's establishment of quality and good practice, together with Teaching & Learning Policy statements.

A key element in the provision of the broad subject range of modules in this programme and of the challenging research Projects available is the research expertise of the academic staff of the School of Life Sciences.

**Externally**
The appropriate QAA Benchmark statements describe the skills and attributes that Honours graduates in a particular area should possess.
The South East England Consortium (SEEC) of 37 HE institutions has produced a set of Level descriptors, the use of which the University has adopted as good practice throughout its courses

**Professional body accreditation**
Not applicable for the Foundation programme but BSc Human Nutrition as the final award has AfN accreditation.

## Quality management and enhancement

### Course management

The Foundation course is within the Department of Life Sciences which has Professor Annie Bligh as its Head. The course teaching team consists of the named Foundation Course Leader (currently Stephen Reed), a named Associate Course Leader (Liz Oldham) and named Module Leaders. Members of the course team meet frequently to discuss progress of the course as a whole and meet formally twice a year in Course Committee with Student Representatives present. Concerns relating to a particular module must first be raised with the Module Leader and then if no satisfactory conclusion has been reached, with the Course Leader or Associate Course Leader.

### Course approval, monitoring and review

The course was initially approved by a University Validation Panel in 2012. The panel included internal peers from the University and external subject specialists from academia and industry to ensure the comparability of the course to those offered in other universities and the relevance to employers. Periodic course review helps to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers.

The course is monitored each year by the Faculty to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from each Course Committee, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. The Annual Monitoring Sub-Committee considers the Faculty action plans resulting from this process and the outcomes are reported to the Academic Council, which has overall responsibility for the maintenance of quality and standards in the University.

### Student involvement in Quality Assurance and Enhancement

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways. The most formal mechanism for feedback on the course is the Course Committee. Student representatives will be elected to sit on the Committee to represent the views of their peer group in various discussions. The University and the Students' Union work together to provide a full induction to the role of the course committee.

All students are invited to complete a Module Feedback Questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced. The University also has an annual Student Experience Survey, which elicits feedback from students about their course and University experience.

Students meet with review panels when the periodic review of the course is conducted to provide oral feedback on their experience on the course. Student feedback from course committees is part of the Faculty's' quality assurance evidence base.

**For more information about this course:**

The Course Leader for the Foundation programme is Stephen Reed (room 1.28, extn 64155, reeds@wmin.ac.uk) .

Liz Oldham is the Associate Course Leader (room N3.11  extn 64593 oldhame@wmin.ac.uk;)

**Please note:** This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Course Handbook provided to students and Module Handbooks, which provide more detailed information on the specific learning outcomes, content, teaching, learning and assessment methods for each module.