

## Course record information

<p><b>Name and level of final award</b></p>	<ul style="list-style-type: none"> <li>• Bachelor of Arts with Honours - English Literature and Language</li> <li>• Bachelor of Arts with Honours - English Literature</li> <li>• Bachelor of Arts with Honours - English Language and Linguistics</li> <li>• Bachelor of Arts with Honours - Creative Writing and English Literature</li> <li>• Bachelor of Arts with Honours - Criminology</li> <li>• Bachelor of Arts with Honours - History</li> <li>• Bachelor of Arts with Honours - Sociology</li> <li>• Bachelor of Arts with Honours - Arabic and International Communication</li> <li>• Bachelor of Arts with Honours - Chinese and International Communication</li> <li>• Bachelor of Arts with Honours - French and International Communication</li> <li>• Bachelor of Arts with Honours - Spanish and International Communication</li> <li>• Bachelor of Arts with Honours - Politics and International Relations</li> <li>• Bachelor of Arts with Honours - Politics</li> <li>• Bachelor of Arts with Honours - International Relations</li> <li>• Bachelor of Arts with Honours - International Relations and Development</li> <li>• Bachelor of Arts with Honours - Languages and Translation</li> <li>• Bachelor of Arts with Honours - Law</li> <li>• Bachelor of Arts with Honours - Psychology</li> <li>• Bachelor of Arts with Honours - Psychology and Counselling</li> </ul> <p>The award is Bologna FQ-EHEA first cycle degree or diploma compatible</p>
<p><b>Name and level of intermediate awards</b></p>	<ul style="list-style-type: none"> <li>• Foundation Certificate (Fdn Cert) - Social Science and Humanities</li> </ul>
<p><b>Awarding body/institution</b></p>	<p>University of Westminster</p>
<p><b>Teaching institution</b></p>	<p>University of Westminster</p>
<p><b>Status of awarding body/institution</b></p>	<p>Recognised Body</p>
<p><b>Location of delivery</b></p>	<p>Primary: Central London</p>
<p><b>Language of delivery and assessment</b></p>	<p>English</p>
<p><b>QAA subject benchmarking group(s)</b></p>	<p>English, Criminology, History, Sociology, Modern Languages, Politics and International Relations, Law, Psychology</p>

<b>Professional statutory or regulatory body</b>	Not applicable for level 3, students should refer to the relevant degree programme specification for further details.
<b>Westminster course title, mode of attendance and standard length</b>	<ul style="list-style-type: none"> <li>• BA English Literature and Language FT, Full-time, September start - 1 year standard length</li> <li>• BA English Literature FT, Full-time, September start - 1 year standard length</li> <li>• BA Creative Writing and English Literature FT, Full-time, September start - 1 year standard length</li> <li>• BA English Language and Linguistics FT, Full-time, September start - 1 year standard length</li> <li>• BA Criminology FT, Full-time, September start - 1 year standard length</li> <li>• BA History FT, Full-time, September start - 1 year standard length</li> <li>• BA Sociology FT, Full-time, September start - 1 year standard length</li> <li>• BA Modern Languages FT, Full-time, September start - 1 year standard length</li> <li>• BA Politics and International Relations FT, Full-time, September start - 1 year standard length</li> <li>• BA Politics FT, Full-time, September start - 1 year standard length</li> <li>• BA International Relations FT, Full-time, September start - 1 year standard length</li> <li>• BA International Relations and Development FT, Full-time, September start - 1 year standard length</li> <li>• BA Translation FT, Full-time, September start - 1 year standard length</li> <li>• LLB Law FT, Full-time, September start - 1 year standard length</li> <li>• BSc Psychology FT, Full-time, September start - 1 year standard length</li> <li>• BSc Psychology and Counselling FT, Full-time, September start - 1 year standard length</li> </ul>
<b>Valid for cohorts</b>	From 2024/5

## Additional Course Information

This programme specification relates to the Foundation year only (level 3). Students should refer to the relevant degree for full details of the rest of the degree course.

## 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 course

This programme specification details the first year of the course and should be read in conjunction with the programme specifications for the relevant degree programme.

This programme is part of a suite of undergraduate courses which form the foundation year (Level 3) for progression to a BA English Literature and Language with Foundation, BA Criminology with Foundation, BA History with Foundation, BA Sociology with Foundation, BA Modern Languages with Foundation, BA Politics and International Relations, LLB Law with Foundation or BA Psychology with Foundation (Levels 4-6). Upon successful completion of the requirements of the foundation year (Level 3) you will be eligible to progress to your chosen course (Level 4-6).

The primary aim of the foundation year is to prepare you for advanced study in your chosen course (Level 4-6). During the foundation year you will get a chance to develop in your chosen field, working with leading academics who will encourage you to become a confident and creative thinker.

Our foundation year gives you the opportunity to explore new ideas, opening up new perspectives on the key debates within your chosen field. The core modules are designed to accelerate your academic and professional development, bringing together like-minded students to think about the 'big ideas' within your discipline. You will also take modules from areas closely related to your chosen field, giving you the chance to develop a cross-disciplinary perspective on your course. By working with students from a range of backgrounds and disciplines, you will develop important teamwork skills which will enable you to solve problems with added confidence.

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 industries and organisations. You will be inspired to think imaginatively and critically about your chosen subject, with our core modules giving you the chance to develop the key skills for academic and professional success.

### Level 3 outcomes

#### Upon completion of level 3 (foundation year) you will be able to:

L3.1 Demonstrate foundational understanding of some of the different disciplinary areas that make up social sciences and humanities; (KU, PPP)

L3.2 Identify the key academic reading, writing, research and assessment skills appropriate to the study of social sciences and humanities; (KU, PPP)

L3.3 Exhibit awareness of your own strengths and weaknesses as a student, and feel confident that you have the capacity to work independently as well as a member of a team; (PPP, KTS)

L3.4 Show confidence in your ability to understand and formulate basic arguments, and to begin to think critically, creatively and ethically; (KU, GA, PPP)

L3.5 Engage with and be curious about key topics, debates, and theories in social sciences and humanities; (KU)

L3.6 Demonstrate a range of employability and study related skills and knowledge and have an understanding of your own identity in learning and professional contexts. (KTS, GA)

## 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.

Upon successful completion of the foundation year, you will be eligible to progress onto one of the named programmes above, within the University of Westminster. You may also be eligible to transfer to another institution (provided you meet their requirements). Students may also be eligible to transfer onto another Westminster course at Level 4 provided they meet any relevant entry requirements for that course and have gained the approval of the Course Leader (see appendix below).

### 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)

# How will you learn?

## Learning methods

The foundation year in social science and humanities is constructed around a clear and rigorous sense of the skills required for success in Higher Education. 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 subject. These methods are focused particularly on developing in you a critical self-reflexivity and an awareness of your own learning experience throughout the modules, not just when engaging in summative (formally recorded) assessments. A distinctive feature of the degree is that it encourages you to make connections between the various modules and subjects you are engaging with in your foundation year.

Our 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 broad discipline in a way that is both relevant and creative.

Our active learning sessions are concerned with learning to critically evaluate the skills required for studying social sciences and humanities. We provide a learning environment that encourages students to reflect on key concepts, issues and debates beyond the formal classroom environment. We encourage our students to 'own' the classroom and this is reflected in the fact that we have adopted a model of learning which values student partnership and student enquiry as the primary focus on all our modules.

As many students on the foundation year programme are returning to study after a period of time, the Personal Tutorial System will provide additional opportunities for students to develop or enhance appropriate study skills and to gain the confidence required to make the transition to Higher Education.

A number of innovative and distinct learning environments and experiences are offered to students throughout their four years of study (please see the programme specifications listed in appendix A for the full range). On the first foundation year in social sciences and humanities the main learning environments are in the form of workshops and seminars.

## Teaching methods

**Workshops:** Many modules will offer interactive workshops that allow students to explore a topic, theme or subject through their own knowledge and informed analysis of a problem.

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

We introduce you to these environments in particular as these are the most appropriate means of delivering the learning outcomes for a foundation in social sciences and humanities and will prepare you for future study at levels 4, 5 and 6.

## Assessment methods

Our degree programmes offer a variety of assessment methods that aim to foster creative and critical thinking through an awareness of your chosen subject in social sciences and humanities. The variety of assessment nurtures as well as assesses your academic development. Assessment helps you to demonstrate what you have learned in particular modules and across the range of the foundation year.

Varying assessment activities can help to motivate students with an increasingly diverse range of experiences, learning modes, 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.

Our external examiners routinely comment on how successful and innovative our portfolio of course assessments is. We have developed our assessment framework to ensure that Learning Outcomes are 'joined up' to reflect the importance of formative, summative and synoptic approaches. The core modules Introduction to Academic Practice and Critical Thinking for Academic and Professional Success make use of a Learner Journal to develop, document, and reflect on the key transferable skills required for success and achievement in Higher Education.

In designing the assessment strategy for the foundation year, your course team has sought to ensure a consistent approach to developing research and writing skills. We have mapped our assessment on both core and optional modules to ensure a good balance between formative and summative methods.

In this regard, during the foundation, students will be taking assessments designed to assess basic research skills and the students' ability to evaluate sources, and requiring students to assemble materials to be used in analysis and presentation of arguments in a clear and well-structured form.

## 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.

## Law

### Level 3

LLB Law (Foundation year)

Module Code	Module Title	Status	UK credit	ECTS
3CRIM001W	Crime and Society	Core	20	10
3ACHE004W	Critical Thinking for Academic and Professional Development	Core	20	10
3ACHE003W	Introduction to Academic Practice	Core	20	10
3LLAW001W	Law, Power and Authority	Core	20	10
3LLAW002W	Rights and the Law	Core	20	10
3SOCL001W	Sociological Foundations: Society, Risk and Crime	Core	20	10

# Politics, International Relations and International Relations and Development

## Level 3

BA Politics and International Relations (Foundation year)

BA Politics (Foundation year)

BA International Relations (Foundation year)

BA International Relations and Development (Foundation year)

Module Code	Module Title	Status	UK credit	ECTS
3ACHE004W	Critical Thinking for Academic and Professional Development	Core	20	10
3HIST001W	History, Memory and Belonging	Core	20	10
3PIRS001W	Imagining Global Society and Politics	Core	20	10
3LANS001W	Intercultural Communication	Core	20	10
3ACHE003W	Introduction to Academic Practice	Core	20	10
3LLAW002W	Rights and the Law	Core	20	10

## Criminology

### Level 3

Module Code	Module Title	Status	UK credit	ECTS
3CRIM001W	Crime and Society	Core	20	10
3ACHE004W	Critical Thinking for Academic and Professional Development	Core	20	10
3ACHE003W	Introduction to Academic Practice	Core	20	10
3LLAW001W	Law, Power and Authority	Core	20	10
3LLAW002W	Rights and the Law	Core	20	10
3SOCL001W	Sociological Foundations: Society, Risk and Crime	Core	20	10

## History

### Level 3

Module Code	Module Title	Status	UK credit	ECTS
3ACHE004W	Critical Thinking for Academic and Professional Development	Core	20	10
3HIST001W	History, Memory and Belonging	Core	20	10
3PIRS001W	Imagining Global Society and Politics	Core	20	10
3LANS001W	Intercultural Communication	Core	20	10
3ACHE003W	Introduction to Academic Practice	Core	20	10
3LANS002W	Reading Identities	Core	20	10

## Sociology

### Level 3

BA (Hons) Sociology (Foundation Year)

Module Code	Module Title	Status	UK credit	ECTS
3CRIM001W	Crime and Society	Core	20	10
3ACHE004W	Critical Thinking for Academic and Professional Development	Core	20	10
3PIRS001W	Imagining Global Society and Politics	Core	20	10
3ACHE003W	Introduction to Academic Practice	Core	20	10
3LLAW002W	Rights and the Law	Core	20	10
3SOCL001W	Sociological Foundations: Society, Risk and Crime	Core	20	10

## English

### Level 3

BA (Hons) English Literature and Language (Foundation year)

BA (Hons) English Language and Linguistics (Foundation year)

BA (Hons) English Literature and Creative Writing (Foundation year)

BA (Hons) English Literature (Foundation year)

Module Code	Module Title	Status	UK credit	ECTS
3ACHE004W	Critical Thinking for Academic and Professional Development	Core	20	10
3HIST001W	History, Memory and Belonging	Core	20	10
3PIRS001W	Imagining Global Society and Politics	Core	20	10
3LANS001W	Intercultural Communication	Core	20	10
3ACHE003W	Introduction to Academic Practice	Core	20	10
3LANS002W	Reading Identities	Core	20	10

## Languages

### Level 3

BA Arabic/Chinese/French/ Spanish and International Communication (Foundation year)

BA Languages and Translation

**Students must do a Polylang (language module) as the elective**

Module Code	Module Title	Status	UK credit	ECTS
3ACHE004W	Critical Thinking for Academic and Professional Development	Core	20	10
3PIRS001W	Imagining Global Society and Politics	Core	20	10
3LANS001W	Intercultural Communication	Core	20	10
3ACHE003W	Introduction to Academic Practice	Core	20	10
3LANS002W	Reading Identities	Core	20	10
		Elective	20	10

## Psychology

### Level 3

BSc Psychology (Foundation year)

BSc Psychology and Counselling (Foundation with year)

Module Code	Module Title	Status	UK credit	ECTS
3PSYC002W	Contemporary Themes in Psychology	Core	20	10
3ACHE004W	Critical Thinking for Academic and Professional Development	Core	20	10
3HIST001W	History, Memory and Belonging	Core	20	10
3ACHE003W	Introduction to Academic Practice	Core	20	10
3PSYC001W	Psychology in Everyday Life	Core	20	10
3SOCL001W	Sociological Foundations: Society, Risk and Crime	Core	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

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

## Course management

Your course is managed through the College of Liberal Arts and Sciences. The Course Leader and the teaching team will meet you in the Arrivals week programme and will help you with enrolment, registration, and orientation to the university, its processes and the culture of higher education. The Course Leader is responsible for development and management of the course in conjunction with the Associate Head of College (Education) and Heads of School.

The course is monitored each year by senior members of the College to ensure that it is running effectively and that issues that might affect the student experience have been appropriately addressed. Staff will consider the outcomes from each Course Committee, evidence of student progression and achievement to evaluate the effectiveness of the course. 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.

## 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

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](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. 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©

## Additional Details

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 at the end of the foundation year
- must obtain the approval of both the School Foundation Course Leader and the Course Leader of proposed course

## Courses into which student may be eligible for transfer at level 4

BA English Literature and Language  
BA English Literature  
BA English Language and Linguistics  
BA Creative Writing and English Literature  
BA Criminology  
BA History BA Sociology  
BA Arabic and International Communication  
BA Chinese and International Communication  
BA French and International Communication  
BA Spanish and International Communication  
BA Languages and Translation  
LLB Law  
BA Politics and International Relations  
BA International Relations and Development  
BA Politics  
BA International Relations  
BSc Psychology  
BSc Psychology and Counselling

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