

PROGRAMME SPECIFICATION

Course record information

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| Name and level of final award: | BA (Hons) English Literature and Language with Foundation BA (Hons) English Literature with Foundation BA (Hons) English Language and Linguistics with Foundation BA (Hons) Creative Writing and English Literature with Foundation BA (Hons) Criminology with Foundation BA (Hons) History with Foundation BA (Hons) Sociology with Foundation BA (Hons) Arabic and Global Communication with Foundation BA (Hons) Chinese and Global Communication with Foundation BA (Hons) French and Global Communication with Foundation BA (Hons) Spanish and Global Communication with Foundation BA (Hons) Politics and International Relations with Foundation BA (Hons) Politics with Foundation BA (Hons) International Relations with Foundation BA (Hons) International Relations and Development with Foundation BA (Hons) Translation (French) with Foundation BA (Hons) Translation (Spanish) with Foundation LLB(Hons) Law with Foundation BSc (Hons) Psychology with Foundation BSc (Hons) Psychology and Counselling with Foundation |
| Name and level of intermediate awards: | Foundation Certificate in Social Science and Humanities |
| Awarding body/institution: | University of Westminster |
| Teaching Institution: | University of Westminster |
| Status of awarding body/institution: | Recognised Body |
| Location of delivery: | Central London |

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| Language of delivery and assessment: | English |
| Mode, length of study and normal starting month: | <p>1 year full-time for foundation year, September start (+ 3 further years for the final BA award – with progression information in the links below)</p> <p>https://www.westminster.ac.uk/english-courses/2018-19/september/full-time/english-literature-and-language-ba-honours</p> <p>https://www.westminster.ac.uk/criminology-courses/2018-19/september/full-time/criminology-ba-honours</p> <p>https://www.westminster.ac.uk/history-courses/2018-19/september/full-time/history-ba-honours</p> <p>https://www.westminster.ac.uk/languages-courses/2018-19/september/full-time/modern-languages-arabic-and-global-communication-ba-honours</p> <p>https://www.westminster.ac.uk/sociology-courses/2018-19/september/full-time/sociology-ba-honours</p> <p>https://www.westminster.ac.uk/languages-courses/2018-19/september/full-time/modern-languages-chinese-and-global-communication-ba-honours</p> <p>https://www.westminster.ac.uk/languages-courses/2019-20/september/full-time/modern-languages-french-and-global-communication-ba-honours</p> <p>https://www.westminster.ac.uk/languages-courses/2019-20/september/full-time/modern-languages-spanish-and-global-communication-ba-honours</p> <p>https://www.westminster.ac.uk/politics-and-international-relations-courses/2018-19/september/full-time/politics-and-international-relations-ba-honours</p> <p>https://www.westminster.ac.uk/law-courses/2018-19/september/full-time/law-llb-honours</p> <p>https://www.westminster.ac.uk/psychology-courses/2018-19/september/full-time/psychology-bsc-honours</p> |
| QAA subject benchmarking group(s) : | English, Criminology, History, Sociology, Modern Languages, Politics and International Relations, Law, Psychology |
| Professional statutory or regulatory body: | None |
| Date of course validation/review: | April 2018 |
| Date of programme | July 2019 |

Valid for cohorts: 2018/2019

Course Leader: TBC

UCAS code and <http://www.westminster.ac.uk/courses/undergraduate>
URL:

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: westminster.ac.uk/courses/undergraduate/how-to-apply

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 listed in appendix A.

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 Languages and Other Disciplines 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 fieldtrips 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.

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 learning 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)

| Learning Outcome | Modules Where Addressed: |
|------------------|---|
| L3.1 | Intercultural Communication; Imagining Global Society and Politics; Law Power and Authority; Psychology in Everyday Life; Reading Identities; History, Memory and Belonging; Crime and Society; Society, Risk, and Crime: Sociological Perspectives; Contemporary Themes in Psychology; Rights and the Law. |
| L3.2 | Introduction to Academic Practice; Critical Thinking for Academic and Professional Development Intercultural Communication; Imagining Global Society and Politics; Law Power and Authority; Psychology in Everyday Life; |

| | |
|------|---|
| | Reading Identities; History, Memory and Belonging; Crime and Society. |
| L3.3 | Introduction to Academic Practice; Critical Thinking for Academic and Professional Development. |
| L3.4 | Introduction to Academic Practice; Critical Thinking for Academic and Professional Development. Intercultural Communication; Imagining Global Society and Politics; Law Power and Authority; Psychology in Everyday Life; Reading Identities; History, Memory and Belonging; Crime and Society; Society, Risk, and Crime: Sociological Perspectives; Contemporary Themes in in Psychology; Rights and the Law. |
| L3.5 | Intercultural Communication; Imagining Global Society and Politics; Law Power and Authority; Psychology in Everyday Life; Reading Identities; History, Memory and Belonging; Crime and Society. |
| L3.6 | Introduction to Academic Practice; Critical Thinking for Academic and Professional Development. |

How will you learn?

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.

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.

How will you be assessed?

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.

Employment and further study opportunities

Upon completion of four years of study, students will be able to demonstrate the following five Graduate Attributes:

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

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).

Recent studies show that most students who do well on a foundation year course graduate with higher classification degrees in their chosen subject than those who enter at level 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.

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

Alignment of Graduate Attributes to the Learning Outcomes at Foundation Level.

| Graduate Attribute | Learning Outcome |
|--|------------------|
| Critical and creative thinkers | L3.4, L3.5 |
| Literate and effective communicator | L3.2, L3.5 |
| Entrepreneurial | L3.3, L3.6 |
| Global in outlook and engaged in communities | L3.5 |
| Social, ethically and environmentally aware | L3.5 |

Course structure

This section shows the core modules offered as part of the course and their credit value. Full-time undergraduate students' study 120 credits per year. There are no optional or elective modules offered at Level 3, as the focus is on the development of key academic skills through a broad understanding of social sciences and humanities.

| Social Sciences and Humanities Foundation Years | |
|---|--|
| Semester 1 | Semester 2 |
| 1. Introduction to Academic Practice | 2. Critical Thinking for Academic and Professional Development |
| Course Core 1 (linked to core 2) | Course Core 2 (linked to core 1) |
| Course core 3 | Course Core 4 |
| Polylang (for Languages Foundation years only) | |

- All modules are 20 credits at level 3

| Social Sciences and Humanities Foundation Years Module Pool | |
|---|---|
| Semester 1 | Semester 2 |
| A. Intercultural Communication | F. Reading Identities |
| B. Imagining Global Society and Politics | G. History, Memory and Belonging |
| C. Law, Power and Authority | H. Crime and Society |
| D. Psychology in Everyday Life | J. Rights and the Law |
| E. Society, Risk, and Crime: Sociological Perspectives | I. Contemporary Themes in in Psychology |

Course Structures

| LLB Law with Foundation | |
|--|---|
| Semester 1 | Semester 2 |
| Introduction to Academic Practice | Critical Thinking for Academic and Professional Development |
| A. Intercultural Communication | F. Reading Identities |
| B. Imagining Global Society and Politics | G. History, Memory and Belonging |
| C. Law, Power and Authority | H. Crime and Society |
| D. Psychology in Everyday Life | J. Rights and the Law |
| E. Society, Risk, and Crime: Sociological Perspectives | I. Contemporary Themes in in Psychology |

| BA Politics and International Relations with Foundation BA Politics with Foundation BA International Relations with Foundation BA International Relations and Development with Foundation | |
|--|---|
| Semester 1 | Semester 2 |
| Introduction to Academic Practice | Critical Thinking for Academic and Professional Development |
| A. Intercultural Communication | F. Reading Identities |
| B. Imagining Global Society and Politics | G. History, Memory and Belonging |
| C. Law, Power and Authority | H. Crime and Society |
| D. Psychology in Everyday Life | J. Rights and the Law |
| E. Society, Risk, and Crime: Sociological Perspectives | I. Contemporary Themes in in Psychology |

| BA Criminology with Foundation | |
|--|---|
| Semester 1 | Semester 2 |
| Introduction to Academic Practice | Critical Thinking for Academic and Professional Development |
| A. Intercultural Communication | F. Reading Identities |
| B. Imagining Global Society and Politics | G. History, Memory and Belonging |
| C. Law, Power and Authority | H. Crime and Society |
| D. Psychology in Everyday Life | J. Rights and the Law |
| E. Society, Risk, and Crime: Sociological Perspectives | I. Contemporary Themes in in Psychology |

| BA History with Foundation | |
|--|---|
| Semester 1 | Semester 2 |
| Introduction to Academic Practice | Critical Thinking for Academic and Professional Development |
| A. Intercultural Communication | F. Reading Identities |
| B. Imagining Global Society and Politics | G. History, Memory and Belonging |
| C. Law, Power and Authority | H. Crime and Society |
| D. Psychology in Everyday Life | J. Rights and the Law |
| E. Society, Risk, and Crime: Sociological Perspectives | I. Contemporary Themes in in Psychology |

| BA Sociology with Foundation | |
|--|---|
| Semester 1 | Semester 2 |
| Introduction to Academic Practice | Critical Thinking for Academic and Professional Development |
| A. Intercultural Communication | F. Reading Identities |
| B. Imagining Global Society and Politics | G. History, Memory and Belonging |
| C. Law, Power and Authority | H. Crime and Society |
| D. Psychology in Everyday Life | J. Rights and the Law |
| E. Society, Risk, and Crime: Sociological Perspectives | I. Contemporary Themes in in Psychology |

| BA English Literature and Language with Foundation BA English Language and Linguistics with Foundation BA English Literature and Creative Writing with Foundation BA English Literature with Foundation | |
|--|---|
| Semester 1 | Semester 2 |
| Introduction to Academic Practice | Critical Thinking for Academic and Professional Development |
| A. Intercultural Communication | F. Reading Identities |
| B. Imagining Global Society and Politics | G. History, Memory and Belonging |
| C. Law, Power and Authority | H. Crime and Society |
| D. Psychology in Everyday Life | J. Rights and the Law |
| E. Society, Risk, and Crime: Sociological Perspectives | I. Contemporary Themes in in Psychology |

| BA Arabic/Chinese/French/ Spanish and Global Communication with Foundation BA Translation (French) with Foundation BA Translation (Spanish) with Foundation | |
|--|---|
| Semester 1 | Semester 2 |
| Introduction to Academic Practice | Critical Thinking for Academic and Professional Development |
| A. Intercultural Communication | F. Reading Identities |
| B. Imagining Global Society and Politics | G. History, Memory and Belonging |
| C. Law, Power and Authority | H. Crime and Society |
| D. Psychology in Everyday Life | J. Rights and the Law |
| E. Society, Risk, and Crime: Sociological Perspectives | I. Contemporary Themes in in Psychology |
| Polylang | |

| BSc Psychology with Foundation BSc Psychology and Counselling with Foundation | |
|--|---|
| Semester 1 | Semester 2 |
| Introduction to Academic Practice | Critical Thinking for Academic and Professional Development |
| A. Intercultural Communication | F. Reading Identities |
| B. Imagining Global Society and Politics | G. History, Memory and Belonging |
| C. Law, Power and Authority | H. Crime and Society |
| D. Psychology in Everyday Life | J. Rights and the Law |
| E. Society, Risk, and Crime: Sociological Perspectives | I. Contemporary Themes in in Psychology |

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.

Academic regulations

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

Course Specific Regulation

N/A

How will you be supported in your studies?

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 Support

Upon arrival, a 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 Registry Office. You will be provided with the Course Handbook, which provides detailed information about the course. Each foundation year will have a nominated course leader or Foundation co-ordinator. 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 you can access their course materials, and can communicate and collaborate with staff and other students.

Learning Support

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.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students¹ 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. You 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 College. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services

University of Westminster Student Affairs provides 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.

¹ Students enrolled at Collaborative partners may have differing access due to licence agreements.

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University.

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

The course was initially approved by a University Validation Panel in 2018. The panel included internal peers from the University, academic(s) from another university and a representative from industry. This helps to ensure the comparability of the course to those offered in other universities and the relevance to employers.

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 outcomes from Course Committees, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. Each College puts in to place an action plan. This may for example include making changes on the way the module is taught, assessed or even how the course is structured in order to improve the course, in such cases an approval process is in place.

A Course review 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 review panels to provide feedback on their experiences. Student feedback from previous years e.g. from Course Committees is also part of the evidence used to assess how the course has been running.

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. Student 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 student representatives.
- There are also School Staff Student Exchange meetings that enable wider discussions 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.

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.

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Appendix A: 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 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 Global Communication BA Chinese and Global Communication BA French and Global Communication BA Spanish and Global Communication BA Translation (French) BA Translation (Spanish) LLB Law BA Politics and International Relations BA International Relations and Development BA Politics BA International Relations BSc Psychology BSc Psychology and Counselling |