

## Part one: Programme Specification

### Course record information

Name and level of final award:	BA/BA (Hons) Criminology
Name and level of intermediate awards:	Diploma of HE in Criminology; Certificate of HE in Criminology
Awarding body/institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	Regent Street
Language of delivery and assessment:	English
Course/programme leader:	David Manlow
Course URL:	<a href="http://westminster.ac.uk/criminology">westminster.ac.uk/criminology</a>
Mode and length of study:	Three Years Full-Time Five Years Part-time
University of Westminster course code:	
JACS code:	
UCAS code:	M900
QAA subject benchmarking group:	Criminology
Professional body accreditation:	None
Date of course validation/review:	October 2013
Date of programme specification:	October 2013

### Admissions requirements

Normally students should:

- Be aged 18 or over on 1st September in the year of entry;
- Have the following qualifications, either:
  - Three BBC grades at A2-level, or two AB grades at A2-level
  - plus GCSE in English Language Grade C or above, or
  - BTec DMM plus at least one academic A-level grade C or above, or
  - Sixty Access credits at level 3 including at least thirty credits at distinction or merit or
  - International BAC 28 points.

Non-native speakers will be required to provide test evidence of English proficiency (IELTS 6.0 points or equivalent).

Non-traditional mature applicants are considered on the basis of their qualifications and experience. Details of the current entry requirements are available from the Programme Leader or the Admissions Office. All applicants are invited to an Open Day where they can meet staff, current students and find out more about the course.

### **Aims of the course**

Criminology is an established field of study with a strong interdisciplinary focus. It is supported by a framework of theoretical and cultural innovation and is developing further within an internationally significant political and social arena. The BA (Hons) Criminology degree offers students an exciting and 'cutting edge' programme in critical criminological analysis. The principal focus and the themes of the course are centred around the concepts of justice, human rights and crime in its global as well as local contexts.

At its core, the course team values freedom, justice, human rights, diversity and creativity. Intellectual freedom and its appropriate expression are at the heart of the programme. We aim to foreground issues of social justice and human rights in order to help develop our students as effective, active and critical global citizens who will challenge injustice. We value the diversity of our student body as individuals and seek to develop the criminological imagination for the generation and exchange of knowledge.

The course team endorses the view of the Quality Assurance Agency for Higher Education and (as set out in section two below) the course aims to foster and inculcate the following skills and qualities;

- the ability to identify criminological problems, formulate questions and investigate them;
- competence in using criminological theory and concepts to understand crime, victimisation and responses to crime and deviance;
- competence in using criminological theory to elucidate representations of crime and victimisation, and responses to these, as presented in the traditional and new media and in official reports;
- competence in explaining complex social problems in terms of criminological theory;
- the capacity to analyse, assess and communicate empirical information about crime, victimisation, responses to crime and deviance, and representations of crime;
- the ability to identify human rights issues in responses to crime, deviance and harm;
- the ability to recognise a range of ethical problems associated with research and to take action in accordance with the guidelines of ethical practice developed by the British Society of Criminology and cognate professional bodies;
- the ability to identify and deploy a range of research strategies, including qualitative and quantitative methods and the use of published data sources, and to select and apply appropriate strategies for specific research problems;
- the ability to present the philosophical and methodological background to the research of others and to one's own research

The programme provides opportunities to undertake work placements, providing essential practical experience and facilitating graduate career progression.

The Criminology team have forged close links with a range of statutory and charitable agencies, and these are utilized in the course of research and teaching activities. The team is a dynamic collective of academics experienced in policy evaluation and consultancy work,

and members are currently researching in a range of traditional areas of criminology and criminal justice, as well as pioneering new directions for research.

### **Employment and further study opportunities**

Today's organisations need graduates with both good degrees and skills relevant to the workplace, ie 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.

Enhancing students' employability skills and opportunities is at the heart of this degree. The course is designed to prepare students for a wide range of careers, including policy and research careers in central and local government, charities and the private sector and the various criminal justice agencies. Students are encouraged from the first year onwards, to develop personal strategies of independent learning and career management, identifying any skills gaps and remedying them through further training or employment. The course assessment strategy and assessment regimes are all intended to promote, highlight and develop the type of employability attributes that contemporary employers look for in graduates, namely:

- the ability to work as part of a team;
- the ability to work alone;
- numeracy and ICT skills;
- evaluative and analytical skills;
- problem-solving skills;
- assimilative skills;
- research skills;
- communication skills;
- the ability to present themselves and present an argument.

The work placement modules on this degree require students to find and negotiate a suitable placement where they can apply their subject knowledge and gain valuable experience in the workplace. The course has links with a range of employers in government, the third sector, research institutes and criminal justice agencies who can offer work placements.

Our alumni work in a range of occupations such as policing, the probation or prison services or pursue careers in the civil service, local government or voluntary organisations. Many go into social research in a wide variety of different institutions.

The course also prepares students to undertake further study for Masters' degrees and PhD research.

### **Learning outcomes**

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

The Quality Assurance Agency has produced a number of Subject Benchmark Statements for the UK academic community. These provide a means for universities to describe the nature and characteristics of programmes in a specific subject or subject area. They also represent general expectations about standards for the award of qualifications at a given level in terms of the attributes and capabilities that those possessing qualifications. The Subject Benchmark Statements for Criminology have been instrumental in guiding the design of learning outcomes on this programme. Listed below are the learning outcomes for the course, divided into three areas: knowledge and understanding, subject-specific skills and key transferable skills.

### **Knowledge and understanding**

The most important intellectual skills identified by the teaching team and developed in the Criminology degree are skills of evaluation, analysis, critique and independence of thought. Collectively these skills enable students to build criminological conceptual frameworks upon which practical, evidence-based skills can be developed. By the end of the degree, we want students to develop and apply their criminological imagination, have acquired a substantial body of criminological knowledge, undertaken personal development and to be equipped for graduate employment.

The degree is broadly structured at three levels:

**Level 4** is equivalent to first year.

**Level 5** consists of core and option modules and is equivalent to second year; Second year students can take a Level 6 option in Semester 2.

**Level 6** is equivalent to third year and includes core and option modules. The specific learning outcomes are drawn from the QAA (2007, 2013) Criminology benchmarks and applied to our modules. These are categorised in terms of 'knowledge and understanding, specific skills and key transferable skills', providing threshold criteria at each level.

Essentially, in terms of knowledge and understanding, level 4 introduces ways of thinking about crime, victimisation and responses to crime and deviance in historical and social context and core concepts/methods.

Level 5 develops knowledge about the discipline and its perspectives and methods, drawing more on primary sources to develop competence and application of theoretical concepts in relation to specialist options. By level 6, students are expected to think criminologically, formulate criminological questions, design and conduct primary research and be competent in interpreting theory and evidence. Similarly, there is progression in specific skills from orientation to Higher Education and academic literacy at level 4 to being able to accurately describe, conduct, analyse and report empirical criminological information at level 5 and to be competent criminological practitioners, able to think critically, undertake research, and marshal arguments at level 6. Key transferable skills progress from strategies to support independent learning, ICT skills, referencing and group work at level 4 to reflecting on and improving personal learning strategies, more sophisticated information retrieval and skills and career management skills at level 5 and dissertation skills, work experience and awareness of the relevance of criminological knowledge to policy and career pathways. Together, the threshold knowledge required of a criminology graduate demonstrates a disciplinary commitment to equipping students for graduate employment.

## Specific skills

The Criminology Subject Area at Westminster endorses the view of the Quality Assurance Agency for Higher Education, that criminology degree students should undertake programmes which foster and inculcate the following skills and qualities:

- the ability to identify criminological problems, formulate questions and investigate them;
- competence in using criminological theory and concepts to understand crime, victimisation and responses to crime and deviance;
- competence in using criminological theory to elucidate representations of crime and victimisation, and responses to these, as presented in the traditional and new media and in official reports;
- competence in explaining complex social problems in terms of criminological theory;
- the capacity to analyse, assess and communicate empirical information about crime, victimisation, responses to crime and deviance, and representations of crime;
- the ability to identify human rights issues in responses to crime, deviance and harm;
- the ability to recognise a range of ethical problems associated with research and to take action in accordance with the guidelines of ethical practice developed by the British Society of Criminology and cognate professional bodies;
- the ability to identify and deploy a range of research strategies, including qualitative and quantitative methods and the use of published data sources, and to select and apply appropriate strategies for specific research problems;
- the ability to present the philosophical and methodological background to the research of others and to one's own research

## Key transferable skills

In line with the QAA (Criminology) benchmark statements (2007.2013), the generic or transferable skills acquired through the study of criminology at Westminster are:

- written and oral communication skills, including the clear presentation of research procedures, academic debates and the student's own arguments;
- skills of time planning and management;
- the ability to work productively in a group;
- the capacity to present data and evidence in an appropriate format for a variety of audiences;
- the ability to formulate researchable problems within a general area of concern;
- the ability to evaluate evidence of diverse kinds and to draw appropriate conclusions
- research design and data collection skills in relation to crime, victimisation and responses to crime and deviance, including:
  1. knowledge of survey, experimental and case study design
  2. the identification of an appropriate sampling method
  3. interview methodologies
  4. focus groups
  5. visual methods
  6. Ethnography
  7. evaluation methods
  8. the critical use of published data sources
- the ability to analyse data, including indexing and retrieval of qualitative data, an understanding of statistics (including sampling and measures of significance, and

knowledge of relevant software), and awareness of the use and potential misuse of statistics;

- the ability to identify the most important arguments or evidence in a text and to record and/or represent these;
- bibliographic and referencing skills: the identification of relevant published and web-based materials in relation to a particular topic;
- computing skills in relation both to text and the presentation of basic research data.

### **Learning, teaching and assessment methods**

The programme provides varied and flexible learning, teaching and assessment methods to enable students to acquire and demonstrate the requisite skills and knowledge successfully to graduate. Methods vary between modules and are designed to meet the specific learning outcomes for each.

### **Learning and Teaching**

Students are supported and encouraged to develop into autonomous, self-directed learners through experiential, reflective and research-based learning. This progresses incrementally through the three-year degree programme. In the first year, students are encouraged to become more aware of their learning strategies, in order to develop their capacity for independent learning. As students progress through their second and third years, they are expected to make more use of their own initiative in the coursework they undertake, selecting their own topics for analysis. Independent learning is most developed in the final-year dissertation, where students have the opportunity to research in depth a topic that most interests them, with limited supervision.

Student independent learning is supported through:

- access to advice and support from research-active teaching staff;
- the provision of clear information about content, expectations, assessment and appropriate reading for all modules;
- access to a range of paper and electronic resources (texts, monographs and journals, other external sources); and
- access to computing resources including hardware, software and the necessary technical support.

A variety and combination of teaching methods are used on the programme including:

- Lectures: These are used to provide a core of knowledge common to all students, as a basis for further guided independent study. In addition to providing a common foundation of learning they also develop the skills of listening, note-taking and reflection. A variety of audio-visual and presentational methods is used. In some modules, guest lectures are given by external speakers who are practitioners in criminal justice agencies, providing specialist expertise and insight into topical issues.
- Seminars and workshops: These provide opportunities for student-centred and active learning and are used to aid understanding of the material covered in lectures, examine and discuss issues raised in the lectures in more depth, and provide support and guidance on the preparation of coursework. To meet these aims, seminars and workshops encompass a varied range of activities. Individual or group presentations are a key element, providing an opportunity for students to practice new ways of thinking, rehearse their ideas and revise them in interaction with others, and to develop skills in oral presentation and communication. Seminars also provide opportunities for early formative assessment and feedback.
- Project work: Individual or group projects are a key element of a number of modules, encouraging students to engage with current debates and arguments surrounding

criminological and criminal justice issues. They provide an opportunity for students to source information, learn to discriminate between different sources in the public domain, to apply and interrogate theoretical concepts in a real-life context, use problem-solving skills, practise time management and work organisation and work collaboratively with other students.

- Guided Independent Study: Much student learning takes the form of guided independent study, including reading, preparation of course work and personal reflection on the issues raised in lectures and seminars. It generally takes the form of reading books and journal articles, but use of other types of teaching materials and resources will be encouraged including sources in the public domain (newspapers, websites, blogs, research reports etc).
- Blackboard: This on-line learning system is used as a central communication point between staff and students and between the students themselves. Course or module announcements are made here, lecture slides and handouts are posted, and discussion threads/forums, group working and links to external teaching materials and resources are all hosted through this site. The Blackboard system is also used for submission of coursework and return of marked work and feedback.
- Laboratory-based computing sessions: Some research analysis methods will be taught in computer laboratories where specialist software packages are available, to provide the opportunity for practical, hands-on learning.
- Work Experience Placements: The programme offers an optional work experience module where students can work for a period in a relevant Criminal justice organization or a government department or a third sector group. This provides students with an opportunity to develop their knowledge in a substantive area and to enhance their generic transferable skills.
- Visits to external sites: For some modules, visits to relevant sites and organisations are arranged. These provide opportunities to examine policy issues and outcomes at first hand, discuss them with practitioners and to apply theories and skills in practical circumstances. Students are also encouraged to attend relevant seminars and events in the University and at other institutions in London to add to their awareness and understanding of current criminal justice policy-research developments.
- Individual supervision: This is provided in modules which require students to take a high level of responsibility for their own learning, particularly the dissertation module in the final year. It may also be used to provide guidance on specific problems.

## **Assessment**

The assessment strategy for the programme has been designed to enable students to demonstrate that they have met the learning outcomes, at an appropriate level of achievement, for each individual module as well as for the programme as a whole. This requires a varied range of assessment methods in order to test students' capabilities in all areas of performance, including knowledge, understanding of relevant issues and concepts and a broad skillset, both subject-specific and transferable (see learning outcomes above).

The range of assessment methods used on the programme includes:

- exams (both unseen and open-book),
- essays,
- critical reviews and commentaries,
- reports,
- oral presentations (group and individual),
- analytical exercises,
- literature reviews,
- reports on project work,
- practical research tasks (designing materials, collecting data and analysis),

- computer-based assessments,
- dissertation.

Methods of assessment reflect progression across the three years of the programme. Some of the modules rehearse skills required at a more advanced level in subsequent modules to allow for the development of core skills, eg literature review and research methods tasks in level 5 (2<sup>nd</sup> year) modules, which will be subsequently used for the dissertation at level 6 (3<sup>rd</sup> year).

Formative assessments are an important part of the assessment strategy, used to facilitate the development of independent learning, by providing students with feedback to enable them to measure their own progress, to reflect upon the effectiveness of their own learning and to make appropriate improvements. This is crucial to student motivation. In first-year modules, there are formative assessments at an early stage which do not carry many marks but help to give students an idea of what is required for degree-level learning.

Detailed guidance is provided in module handbooks and support is given in seminars to assist students. Where appropriate, in-class tests are used to test understanding of concepts. Some modules use a log as the formative assessment in order to encourage students to prepare for and attend seminars and test their application of knowledge and their ability to write in a concise way.

### 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.

<b>Credit Level 4 (Year One)</b>				
<b>Module code</b>	<b>Module title</b>	<b>Status</b>	<b>UK credit</b>	<b>ECTS</b>
SSLC401	The Criminological Imagination	Core	30	15
SSLC402	Justice and Human Rights	Core	15	7.5
SSLC403	Researching Crime and Justice 1	Core	15	7.5
SSLC404	Controversies in Criminal Justice	Recommended	15	7.5
SSLC400	Media and Crime	Recommended	15	7.5
SSLC405	Crime and the London Underworld	Recommended	15	7.5
SSLC406	Psychology and Crime	Recommended	15	7.5
	<b><i>Students may take one or other of the modules listed below.</i></b> <b><i>Students must take 120 credits at level 4 in total.</i></b>			
SSHS400	Microsoft Office Specialist 1	Option	15	7.5
	Polylang	Option	15	7.5
<b>Award of Certificate of Higher Education available (120 credits)</b>				



<b>Credit Level 5 (Year Two)</b>				
<b>Module code</b>	<b>Module title</b>	<b>Status</b>	<b>UK credit</b>	<b>ECTS</b>
SSLC501	Classical Criminology	Core	15	7.5
SSLC502	Radical Criminology	Core	15	7.5
SSLC503	Researching Crime and Justice 2	Core	15	7.5
SSLC504	Youth, Crime and Justice	Option	15	7.5
SSLC505	Race, Crime and Justice	Option	15	7.5
SSLC505	Gender, Crime and Justice	Option	15	7.5
SSLC507	Globalisation and Crime	Option	15	7.5
<b>Award of Diploma of Higher Education available (240 credits)</b>				
<b>Credit Level 6</b>				
<b>Module code</b>	<b>Module title</b>	<b>Status</b>	<b>UK credit</b>	<b>ECTS</b>
SSLC601	Criminology Dissertation	Core	30	15
SSLC602	International Criminal Justice	Option	15	7.5
SSLC603	Human Rights and Global Justice	Option	15	7.5
SSLC604	Policing and Global Security	Option	15	7.5
SSLC605	Punishment and Modern Society	Option	15	7.5
SSLC600	Psychology, Crime and the Popular Imagination	Option	15	7.5
SSLC606	The Drama of Crime; Crime, Film and Society	Option	15	7.5
SSLC607	Issues in State Crime	Option	15	7.5
SSLC608	Victims of Crime	Option	15	7.5
SSLC609	Contemporary Issues in Criminology	Option	15	7.5
SSLC610	Work Experience in Criminology and Criminal Justice	Option	15	7.5
<b>Award of BA Criminology available (300 credits)</b>				
<b>Award of BA Honours Criminology available (360 credits)</b>				

Please note: Not all option modules will necessarily be offered in any one year.

## Academic regulations

The BA Honours Criminology 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](http://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](http://westminster.ac.uk/academic-regulations)

## Progression Requirements

The University has regulations that govern the progression through the course.

A *pass* in a module is achieved when the overall mark is at least 40% and the marks for each individual element (eg coursework and exam) are at least 35%.

In order to progress from Level 4 to Level 5, a full-time student must obtain a 40% overall average at level 4;

In order to progress from Level 5 to Level 6, a full-time student must obtain a minimum of 165 credits at level 4 or above, including a minimum of 75 credits at level 5 or above.

## Awards

### Award of a Certificate of Higher Education (CertHE)

To qualify for the award of a Certificate of Higher Education, a student must have:

- obtained a minimum of 120 credits at Level 4 or higher, including 75 credits passed and at least a condoned credit in each of the remaining modules worth 45 credits; and
- satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.

The University may award:

- a **Certificate of Higher Education with Merit** to a student whose marks average at least 60% across the best 105 credits;
- a **Certificate of Higher Education with Distinction** to a student whose marks average at least 70% across the best 105 credits.

### Award of a Diploma of Higher Education (DipHE)

To qualify for the award of a Diploma of Higher Education, a student must have:

- obtained at least 240 credits including:
- a minimum of 120 credits at Level 4 or higher, including 75 credits passed and at least a condoned credit in each of the remaining modules worth 45 credits; and
- a minimum of 120 credits at Level 5 or higher; and
- satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.

The University may award:

- a **Diploma of Higher Education with Merit** to a student whose marks average at least 60% across the best 105 credits at Level 5 or higher;
- a **Diploma of Higher Education with Distinction** to a student whose marks average at least 70% across the best 105 credits at Level 5 or higher.

### **Award of a Non-Honours Degree**

To qualify for the award of a Non-Honours Degree, a student must have:

- obtained at least 300 credits including:
- a minimum of 120 credits at Level 4 or higher, including 75 credits passed and at least a condoned credit in each of the remaining modules worth 45 credits; and
- a minimum of 120 credits at Level 5 or higher; and
- a minimum of 60 credits at Level 6 or higher.
- satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.

The University may award:

- a **Non-Honours Degree with Merit** to a student whose marks average at least 60% across the best 150 credits at Levels 5 and 6;
- a **Non-Honours Degree with Distinction** to a student whose marks average at least 70% across the best 150 credits at Levels 5 and 6.

### **Award of an Honours Degree**

To qualify for the award of BA Honours Criminology and Social Policy, 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. BA Criminology and Social Policy students must obtain a minimum of 90 credits in each subject area (Criminology and Social Policy) at Level 5 or higher, including a minimum of 45 credits in each subject area at level 6.

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.

At University level, Services for Students 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 International Office provides particular support for international students. The University of Westminster Students' Union also provides a range of facilities to support all students during their time at the University.

## **Reference points for the course**

### **Internally**

The structure and operation of the course is set by the University framework for undergraduate courses, the University handbook of academic regulations and the University Quality Assurance handbook. The course actively engages with University of Westminster and SSHL policies including those relating to teaching; learning and assessment, on-line learning etc The course also reflects staff expertise and research interests.

### **Externally**

In designing the course, reference has been made to the QAA Qualifications Framework and the QAA benchmark statement for Criminology to inform the content of the degree. The design of the course has also benefited from discussions with external examiners and other colleagues.

## **Quality management and enhancement**

### **Course management**

The BA (Hons) Criminology degree and all the modules that make up the degree are the responsibility of the Criminology subject area, managed by the teaching team and co-ordinated by the Criminology Course Leader. Subject area meetings are attended by full-time, fractional and PTVL staff. However, overall responsibility lies with the Head of the Department of Social and Historical Studies and policy decisions are guided by policies at Faculty level or University level. Course committees are held once a term on a departmental basis, with representatives from the undergraduate office, Computing, library and subject area leaders present to update information about any changes or new initiatives, and to provide students with an opportunity to raise issues or provide feedback on specific academic services, policies or areas of concern.

The Course Leader is;

David Manlow

Course Leader, Criminology  
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### **Course approval, monitoring and review**

The course is seeking approval by a University Validation Panel in 2013. 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.

**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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