UNIVERSITY OF
LEADING
THE WAY
WESTMINSTER

BA ENGLISH AND LINGUISTICS COMBINATIONS

ENGLISH LANGUAGE

ENGLISH LITERATURE

LINGUISTICS

CREATIVE WRITING

COURSE HANDBOOK
2015-2016

LEVEL 4 STUDENTS

September 2015

Department of English, Linguistics and Cultural Studies
Faculty of Social Sciences and Humanities
University of Westminster
309 Regent Street,
London, W1B 2UW

CONTENTS

The Handbook is split into two parts. The first part is the programme specification which can be used as a stand-alone guide to the course. This is also published on the University's web site as a guide to potential applicants and current students:

WELCOME TO THE COURSE

Welcome to the University of Westminster, and to your BA course in English and Linguistics Combinations. If you are combining two of our subjects on your degree (English Literature, English Language, Linguistics, Creative Writing), then this handbook is for you. It contains general information and some of the regulations for your course. The regulations can seem complicated, and although it is your responsibility to make sure that everything to do with your degree is in order, there is plenty of help available. You can check your transcript on-line by going to your Student Record System page (SRS page). You should regularly check that you are properly registered for all your modules there. Your contact details, including the e-mail address that we will use to contact you, can also be updated on your SRS page whenever you want. If you need clarification on any regulations or procedures, you can ask your Personal Tutor, or see the Course Leader during his office hours. Staff in the Faculty Registry may also be able to help.

During Orientation Week you will meet your student mentor and your academic year tutor. You will also meet your **Course Leader,** Andrew Caink, (room 211, Wells Street, tel: +44 (0)203 506 8966, e-mail A.Caink@westminster.ac.uk). The **Faculty Registry** is located on the ground floor at 32-38 Wells Street, London, W1T 3UW.

This handbook should be used in conjunction with several other booklets:

Subject Handbooks As part of your degree, you will be combining two subjects from the four available (English Literature, English Language, Linguistics, Creative Writing), and so you will need a Subject Handbook for both of your chosen subjects. The Subject Handbook will tell you exactly which modules you must study and which are options, and provides details of the learning outcomes for the subject. We will give you a brief version of these handbooks and the Course Handbook during the Orientation week – full versions of all handbooks can be found at the Blackboard site **MY COURSE: ugenglish**, which is on your Blackboard homepage (see **section 2.3** below for information about Blackboard). The handbooks are also available on the Faculty Registry Blackboard website.

University Student Guide All students should have a copy of the University Student Handbook, which is called *Essential Westminster 2015-2016: The Student Guide*; it contains full details of all University of Westminster degree regulations.

When you start classes in a module, you will be issued with the module outline and a full reading list. You will also be given the deadlines of all the assignments on the module and when you can expect written feedback and the grade you have been awarded. It is important that you read the feedback that the marker has provided for each assignment in order to benefit for future assignments.

All information about your subjects, the department, University forms and other relevant information is available on the University current students homepage on the website westminster.ac.uk/study/current-students

You should also update your own personal information there (such as your contact address and, if you wish to change it, your email address). You can do this by following the link to SRSWeb.

Note that we are making some exciting changes to your degree after the first year (the first year is called 'level 4'). In September 2016 when you embark on level 5 study, you will start on an all-new selection of modules, and in some cases there might be a slight change in the name of your degree. You don't need to be concerned, you will still be pursuing the subject and degree that you have chosen. What is happening is that we are updating the coverage in each subject area to reflect developments in the field and to better reflect the research expertise of the staff teaching you, and we are raising the profile of small group tutorials at level 5. The introduction of small group tutorials at level 5 is in order to provide a learning experience more focused on your individual requirements. In each subject area, you can be sure that the central coverage remains broadly the same, with all the most popular and important topics still present, You can find further details about your new level 5 and 6 study below in **Appendix 3**. The full documentation will be made available to you on Blackboard during the year.

Welcome again, and best wishes for your studies.

Andrew Caink
Course leader, BA English & Linguistics Combinations

THE ACADEMIC ENVIRONMENT

The BA English and Linguistics Combinations is part of the Department of English, Linguistics and Cultural Studies. The Department is large, and includes undergraduate provision in English Literature, English Language, Linguistics and Creative Writing. It also has several MA courses in English Literature, Cultural and Critical Studies, Writing the City (Creative Writing), English Language combinations, and Teaching English as a Second Language (TESOL). All our staff are engaged in research in their fields, which means that they are writing the articles and books that help to create and form knowledge in your subject area. As part of that vibrant research culture, the department hosts a range of seminars, colloquia and conferences involving academics from other universities. Such events are extra to your own undergraduate studies, but they are an important part of the academic environment in which you are studying, and you are always welcome to attend such events.

In the classes on your degree course you will be joined by students from other courses who are taking your subjects as part of different degree programmes. You will also meet students from other countries who are spending a year or a semester studying at Westminster. This all contributes to an exciting cosmopolitan multi-cultural mix that you would expect at the heart of London. Remember also that you too can study abroad during level 5 at a foreign university (and at no extra cost). If you are interested in this possibility, you should speak to Dr. Sara Pons Sanz (S.Ponssanz@westminster.ac.uk).

THE COURSE

The BA (Hons) in English and Linguistics Combinations has been running since 2000. A student chooses to study two subjects out of the four available: English Language, English Literature, Linguistics, and Creative Writing. The combination of these subjects presents the opportunity for a student to gain a sound knowledge and understanding of language generally and the English Language in particular, the ways in which it is employed in spoken and written contexts, and to become skilled in the various ways of approaching texts critically. Students develop their own use of the English language to a high level, ensuring our graduates gain some of the most sought-after transferable skills for the job market. The range of subjects available, along with the choice of options, means that students can design degrees for themselves that are directly relevant to their own interests and career aspirations.

English Language at Westminster was established as part of the Combinations BA in response to the growing interest in English Language study distinct from English Literature. It focuses on the knowledge and use of the English Language, spoken and written, within the United Kingdom and around the world, and how the language has changed over time. The subject discipline aims to develop skills in the detailed analysis of the language in relation to context and culture. It is *not* an EFL course and is intended primarily for native speakers of English.

The study of **English Literature** at Westminster has expanded beyond the traditional examination of literary texts to include historical, sociological and cultural

inquiry, and takes material from a number of other disciplines (history, fine art, popular culture) as objects of analysis. It develops skills of close reading and contextual knowledge, so all texts are examined in relation to the wider context of culture in which they were produced.

Linguistics at Westminster dates back some forty years and examines human language in general. It focuses on the underlying structures, sounds and meanings of language and examines what human languages have in common and in what ways they differ. Students in Linguistics also study the ways in which language is used in everyday life.

Creative Writing provides an opportunity for a student to develop their skills as a writer and reader of fictional texts. The focus is on prose writing, playwriting and poetry, and the student concentrates on their chosen genre during the final year Writing Project. The teaching is largely delivered by practising freelance writers who bring their experience of working in the creative industries into the classroom. During the year, you will have the opportunity to attend a number of seminars on various aspects of writing given by visiting and resident writers.

Whichever two subjects you are combining, you will find that the respective parts of your course complement each other well, each serving to prepare you for the future with a strong array of skills and expertise that are both intellectually stimulating in their own right, and highly valued by future employers.

THE ORIENTATION PROGRAMME

The first event is the Orientation programme when you enrol for the first time during Orientation Week. During this programme you will attend various meetings, some giving general information about Health and Safety, Student services, etc., others providing introductions to library and AV services, and other sessions within the department that give information about your course and the modules available to you. At the Tuesday module registration meeting, you will learn about your first year modules and staff from the department will be on hand to answer your questions. You will meet your academic year tutor on Friday when you will also be able to access your timetable on-line. Make sure you check your timetable on SRS again before the start of each semester because in such a large organisation changes do inevitably occur during the year.

Module Registration
Module Choice Meetings take place towards the end of the second semester for the following year. You will have consulted the next level's modules at the Blackboard site **MY COURSE: ugenglish** before the Module Choice meeting so that you will be able to make your choices at the meeting. Staff will be on hand to advise you about your choices and sign their approval of your registration form.

At the level 5 meeting you will also hear about the extended essay and dissertation modules in level 6.

CHECKLIST OF WHAT TO KNOW AND BY WHEN

End of Induction week	: Your personal tutor and his/her contact details. : Your timetable, location of your classes
End of Week 2 Semester 1	: Have you paid your fees?! Your ID card may not work after this week if you owe the university fees.
End of Week 3, Semester 1	: How to use the library : IT services and use of computer rooms : Assessment deadlines and questions
End of Semester 1	: Check your timetable for Semester 2; this may have changed since the beginning of the year, so it is essential that you check it on your SRS page before the beginning of semester 2.
End of Week 3, Semester 2	: Your marks and feedback from Semester 1 work : Deadlines and questions for Semester 2 work
End of Week 5, Semester 2	: Where and when module choice meetings take place : Exam timetable
End of Semester 2	: Module choices for next year : Marks and feedback from Semester 2 work

Academic year structure and calendar

Autumn Term 2015

Week beginning 21 September 2015	Enrolment/Orientation
Monday 28 September 2015	Semester 1 begins
28 September – 18 December 2015	Learning Weeks 1-12
21 December 2015 – 08 January 2016	Student vacation

Spring Term 2016

Monday 11 January 2016	Final coursework deadline Semester 1
Monday 18 January 2016	Semester 2 begins
18 January – 08 April 2016	Learning Weeks 1-12
11 April – 29 April 2016	Spring Break

Summer Term 2016

Tues 03 May 2016	Final coursework deadline Semester 2 for modules with exams and UG dissertations
04 May – 27 May 2016	Exam Period
Monday 23 May 2016	Final coursework deadline Semester 2 for modules without exams
To be confirmed (see Registry website)	Final Deadline for submission of Mitigating

Circumstances
16 June 2016 (to be confirmed)   Publication of Results
25 June 2016   Student Year ends
Submission dates for coursework are posted on the relevant Blackboard pages for
the modules.

Dates for Course Committee/Student Forum will be advised.

Please note that dates listed above are subject to alteration.

PART ONE - PROGRAMME SPECIFICATION

Course Record Information

Name and level of final and intermediate Awards:	BA (Hons) English and Linguistics Combinations
Awarding Body/Institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of Delivery:	University of Westminster, Regent Site
Language of delivery and assessment:	English
Mode of Study:	Full-time
Programme or course leader:	Dr Andrew Caink
UW Course Code:	
JACS Code:	
UCAS Code:	
QAA Subject Benchmarking Group:	English (2014) and Linguistics (2015)
Professional Body Accreditation:	None
Date of initial course approval/last review:	2000/2009
Date of Programme Specification:	2015

ADMISSIONS REQUIREMENTS

The University will admit students to its courses on the basis of the following principles:

a) reasonable expectation that the applicant will fulfil the objectives of the course and achieve the standard required for the award;
b) the University's requirements for admission to the course leading to a particular award;
c) equality of opportunity for all applicants.

Note: The University will abide by the requirements of relevant legislation within the United Kingdom and European Union. Particular attention is drawn to the University's Admission Policy and Code of Conduct, which include details on the Special Educational Needs and Disability Act.

In considering individual applicants for admission to a course the University will seek evidence of personal, professional and/or educational experience that provides indications of ability to meet the demands of the programme.

The numbers of students admitted to a specific course, or programme of study, will be determined by the resources allocated to the course so as to ensure that both academic standards and the interests of those students enrolled are safeguarded.

General Entry Requirements

These regulations define standard minimum entry requirements for awards of the University, based on nationally recognised formal minimum levels of attainment. These should be seen as benchmarks only. The University recognises that a wide variety of other qualifications and learning may provide appropriate evidence of an applicant's suitability for admission. The University will use its discretion to interpret such formal minimum attainment levels in terms of equivalence, with advice from external agencies where appropriate. The University will continue to take cognisance of new developments in secondary and further education in considering applicants for admission.

The University wishes to encourage applications from non-traditional students, including mature students, and course-specific entry requirements will be framed to encourage such applications.

The University will consider applications for deferred entry.

General minimum entry requirements expressed in terms of standard UK academic qualifications:

University of Westminster Award	General Minimum Entry Requirements
Certificate of Higher Education	As for Bachelors degree
Diploma of Higher Education	As for Bachelors degree
Bachelors degree with honours/ Bachelors degree	Two GCE A level or Vocational A level passes, plus three GCSEs at grade C or above (including English Language and Mathematics) Or Three GCE A level or Vocational A level passes, plus one GCSE at grade C or above (including English Language and Mathematics) Or Five passes in the Scottish Higher certificate of Education, of which three are at Higher grade (including English Language and Mathematics) Or Four passes in the Scottish Higher certificate of Education, all of which are at Higher grade (including English Language and Mathematics) Or Advanced General National Vocational Qualification (GNVQ) Or International or Welsh Baccalaureate

Two Advanced Supplementary or Advanced Subsidiary (AS) passes will normally be regarded as the equivalent of one A level pass; four AS passes may be offered in lieu of two A level passes.

Applicants should not normally be required to offer more than five different subjects in all at A level (often referred to as A2), AS, GCSE, and Scottish Certificate of Education Qualifications.

Key Skills will be taken into account as part of a candidate's application but certification will not normally be a requirement for entry.

In applications for combinations with Creative Writing, the candidate will be asked to submit a portfolio of their work for consideration by the Admissions Tutor in conjunction with the candidate's UCAS form.

Other qualifications that will be accepted for entry include:

- NCVQ recognised awards, including relevant GNVQ at level 3
- BTEC/SCOTVEC normally at Higher National level
- Irish Leaving Certificate Higher Certificate with passes in five subjects at Higher level
- Passes in Open University courses
- Pass in a recognised Access course
- Pass in a recognised Foundation course
- Advanced Modern Apprenticeship with level 3 qualifications

International/Overseas qualifications may be accepted in accordance with guidance from the National Academic Recognition Information Centre for the United Kingdom (NARIC), as indicated in the University's prospectuses.

A variety of vocational, professional and other qualifications are acceptable for entry purposes, as is uncertificated prior learning or prior experiential learning, provided that, in the view of the staff responsible, the applicant has demonstrated the potential to succeed.

English Language Proficiency
Candidates for admission to courses validated by the University or offered on its behalf by another institution shall have sufficient command of the language(s) in which the course is taught to meet all the requirements of the course. New undergraduate students who have not had their secondary education in the medium of English should have attained the equivalent of IELTS 6.5 for admission to English Literature or Linguistics, and IELTS 7 for admission to English Language or Creative Writing.

AIMS OF THE COURSE

In general the English and Linguistics Combinations course aims to:

- provide an opportunity to follow a programme of study with specific focus on two areas of the department's provision;
- allow choice and flexibility within the programme;
- enable students to engage in independent critical thinking and judgement;
- provide a basis for further study or training in related areas, and particularly for teachers of English at all levels, and to prepare the student for their graduate career;
- provide an intellectually stimulating and satisfying experience of learning and studying as a basis for life-long learning;
- construct or consolidate a knowledge of useful and precise critical terminology in the relevant areas of study;
- build an awareness of how language and literature produce and reflect cultural change and difference, and what aspects of human language are innate;
- enable the ability to select, evaluate and deploy critical frameworks and specific theories in the analysis of language and texts;
- extend skills of clear and effective communication, both oral and written;
- develop skills of reasoning and the construction of argument;
- enhance the ability to process diverse and complex information in a structured way;
- develop competence in the planning and execution of coursework;
- provide opportunities to develop skills in working with others and individually;
- develop research skills to a high level;
- develop information-technology skills such as word-processing and the access of electronic data;
- foster bibliographic skills, including accurate citation of sources and consistent use of bibliographical conventions.

In addition, each subject area has its own specific aims which are detailed in the relevant Subject Handbook.

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 4 Learning Outcomes

For English Language and Linguistics:
Upon completion of level 4 you will:

L4.1 have successfully made the transition from the demands and expectations of language study at level 3 to the demands and expectations at university level;
L4.2 confidently be able to employ the bibliographic conventions of the discipline and scholarly presentation of your work;
L4.3 communicate your ideas confidently and clearly in a variety of both written and verbal forms, using relevant diagrams and graphs when appropriate, and in an academic register;
L4.4 be able to describe language using appropriate terminology and describe the basic components of different theories of language structure and use;
L4.5 demonstrate the ways in which words and sentences are related to each other and how they combine to create texts of different types;
L4.6 be able to recognise what constitutes an explanation and demonstrate developing research skills in the supervised collection and analysis of relevant language data and texts;
L4.7 be able to follow and construct an argument in support of a hypothesis;
L4.8 demonstrate a knowledge of the extent and nature of linguistics and its relevance to the workplace.

For English Literature combined with English Language or Linguistics:
Upon completion of level 4 you will:

L4.1 have successfully made the transition from the demands and expectations of both English language and literature at level 3 to the demands and expectations at university level;
L4.2 confidently utilise the full range of bibliographic conventions particular to both Literature and English Language, including citation practices, and effectively manage source material and scholarly presentation;
L4.3 demonstrate recognition of the characteristics of different literary and non-literary forms and genres and understand the significance of these characteristics;
L4.4 show knowledge of and ability to use theoretical descriptions of the basic components of language structure and its use in spoken and written forms, including the accurate use of terminology;
L4.5 demonstrate a competence in discussing literary and non-literary texts in their social and historical context and in the context of theoretical debates;
L4.6 communicate your ideas confidently and clearly in a variety of both written and verbal forms in an appropriate academic register;
L4.7 demonstrate developing research skills in your ability to collect data, and locate, select and evaluate sources.

For Creative Writing Combined with Literature:
Upon completion of level 4 of this course you will be able to demonstrate:

L4.1 That you have successfully made the transition from the expectations of the study of English and/or Creative Writing at level 3 to the expectations of the subject at university;
L4.2 understanding of the characteristics of different literary forms and genres, and ability to utilise them in creative contexts;
L4.3 ability to relate your own creative work to the history and traditions of English Literature;

L4.4 competence in discussing literary works (including your own) in the context of theoretical debates;

L4.5 clear and confident communication of ideas in a variety of written and verbal forms and in appropriate registers; and

L4.6 developing research skills in an ability to locate, select and evaluate sources and to deploy basic bibliographic conventions particular to English.

For Creative Writing combined with English Language or Linguistics:
Upon completion of level 4 you will be able to demonstrate:

L4.1 successful transition from the expectations of the study of English and/or creative writing at level 3 to the expectations of the subject at university;

L4.2 ability to describe language using appropriate terminology and describe the basic components of different theories of language structure and use;

L4.3 confident use of the full range of bibliographic conventions particular to English, including citation practices, the management of source material and scholarly presentation;

L4.4 ways in which words and sentences are related to each other and how they combine to create texts of different types;

L4.5 clear and confident communication of ideas in a variety of written and verbal forms and in an appropriate academic register; and

L4.6 developing research skills in an ability to locate, select and evaluate sources.

For the Learning Outcomes of Levels 5 and 6, see **appendix 3**.

HOW WILL YOU LEARN?

The teaching of the course employs a variety of methods throughout the three levels depending on the nature of the module. These methods consist of small group tutorials on core modules (4-5 students), seminars and workshops of 15–25 students, traditional lectures in university lecture halls, and, at level 6, individual supervision of your dissertation or Writing Project (if you're studying Creative Writing). All modules employ the on-line learning system, Blackboard, for the dissemination of information, the accumulation of study materials, assessment, and in some cases on-line discussion. Videos, films and audio recordings all play a role in presenting the various aspects of language study to you. Teaching in linguistics and English language often incorporates problem-solving and analytic exercises in-class, small supervised research projects, and formative assessment that provide opportunities for feedback.

Learning on the degree takes place in the classroom through small problem-solving exercises (both in groups and individually), through traditional lecturer-led dissemination of information, and via peer presentations and discussions. The vast majority of learning takes place beyond the contact time individually and in groups in the well-resourced and recently refurbished library, at home, and via the on-line learning provision. Contact time is designed to introduce new concepts, new information, foster your analytic skills, and supervise your own small research projects as a springboard for your own, increasingly independent academic and intellectual development. All summative assessment receives written and oral

feedback to enable you to improve your work and thus plays a central role in your learning.

HOW WILL YOU BE ASSESSED?

The course offers a variety of assessment to students which aims to both assess and nurture your intellectual and academic development. Assessment is particularly varied in linguistics and English Language, from small analytic exercises of language data at levels 4 and 5 through to the preparation and execution of your own research project for the level 6 dissertation. In Creative Writing, all assessment is by coursework, there are no exams. Different modules include small written reports, individual and group presentations, essays and exams. Synoptic assessments link work on more than one module, and so they encourage you to demonstrate your deeper understanding of the subject as a whole. All assessment is designed to give you an opportunity to develop your analytic and critical skills and demonstrate your understanding of the topic. Both formative and summative assessment are given written feedback explaining the grade (when applicable), the strengths of the work, and ways in which you will be able to improve your work in future.

EMPLOYMENT AND FURTHER STUDY OPPORTUNITIES

University of Westminster graduates will be able to demonstrate the following five Graduate Attributes:

• Critical and creative thinking
• Literate and effective communication
• Entrepreneurial attitude
• Global outlook and engagement with communities
• Social, ethical and environmental awareness

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

The combined study of **English Language and Linguistics** aims to create graduates who are articulate in their use of the English language, and sophisticated and discerning in their understanding of how language generally and the English language in particular is structured and used. Graduates of this degree have an array of important transferable skills involving their use of the language, the ability to critically evaluate and use theory, accurate and precise analytic skills, and strong skills of organisation and planning. They have in-depth knowledge and critical awareness of the role that language plays in society and in multi-cultural and multi-lingual contexts. They have a sophisticated awareness of English as a global language, and of how language and discourse reflect and create ideological structures in society. Engagement in small research projects and the associated ethical issues ensures that students of this degree have experience of considering and complying with ethical requirements. Graduates of the course go on to work in a wide variety of interesting fields, including further postgraduate study, teaching, arts

organisations such as theatres and museums, the BBC, charities, journalism, public relations, and advertising.

The combined study of **Literature with Linguistics or English Language** aims to create graduates who are highly articulate in their use of the English language with an ability to critically read and interpret a variety of linguistic and non-linguistic cultural texts. Graduates of this degree thus have an array of important transferable skills that include the sophisticated use of the language, the ability to critically evaluate and use theory, the accurate and precise use of analytic skills, and strong skills of organisation and planning. Knowledge and sensitivity to the existence of English as a global language and awareness of how language and texts reflect and create ideological structures in society ensure that graduates of this degree are engaged and aware citizens of their communities and of the world. Engagement in small research projects and the associated ethical issues ensures that students of this degree have experience of considering and complying with ethical requirements. Our graduates have gone on to work in an enormous variety of fields, including further postgraduate study, teaching, arts organisations such as theatres and museums, charities, journalism, marketing, public relations and advertising.

The combined study of **Creative Writing and English Literature** aims to create graduates who are able to engage in and promote informed, thoughtful dialogue about human life and society, both past and present; have a confident knowledge and understanding of key periods, themes, styles and techniques of literary and other writing; show creativity in analysis of works and ideas, and in the practical production of writing; who can show highly advanced skills of research, analysis, evaluation and communication; and who can use the skills and knowledge that they have acquired for the betterment of themselves and others in their communities.

The combined study of **Creative Writing and English Language or Linguistics** aims to create graduates who are able to engage in and promote informed, thoughtful dialogue about human life and society, both past and present; have a confident knowledge and understanding of the history and principles of English and are able to transfer that to their writing practice; show creativity in analysis of works and ideas, and in the practical production of writing; can show highly advanced skills of research, evaluation and synthesis of information, and communication; and use the skills and knowledge that they have acquired for the betterment of themselves and others in their communities.

COURSE STRUCTURE

All courses offered at the University of Westminster are modular. A module is an area of study such as 'Introduction to Linguistics', 'Shakespeare', or 'Discourse Analysis'. Each module has a code number and a title

The degree normally lasts for three years:

        Level 4:   First year
        Level 5:   Second year
        Level 6:   Third year

Each year is divided into two semesters:

> Semester One: September to December
> Semester Two: January to May

Semester One includes 12 weeks of teaching followed by the Winter vacation and then Coursework submission (where relevant).

The second semester also consists of 12 teaching weeks followed by a three week Spring vacation and then the university examination weeks.

To gain a degree, you must pass a total of 360 credits, or 120 credits at each level. Each level is divided into modules. Some modules run for only one semester, and some modules run for the whole year.

There are three types of module: Core module, Option module and Westminster Elective modules. The details of all the modules in your subject areas are listed in your Subject Handbooks, available at the Blackboard site **MY COURSE: ugenglish**.

Core Modules: These are modules that you must take in order to get your degree.

Option Modules: These are modules that you choose from a prescribed range of choices in order to gain the 120 credits at each level.

Westminster Elective Modules: Students can select one 'free' 15 credit module at each level of study from a prescribed range of modules across the University. Many students use their Westminster Elective Module as an opportunity to study a modern foreign language, either from scratch, or to improve a language they have already studied. To do this, they take a Polylang module, a University-wide scheme aimed at providing wider access to language modules for all undergraduate students. All Polylang language modules have been designed by a team of specialists for non-specialists from other disciplines. Further details of the Polylang scheme are provided in *Essential Westminster 2015-2016: The Student Guide* or you can email polylang@westminster.ac.uk

Each group of modules on each pathway is known as a 'set'. Your choice of modules will comply with the relevant set regulations detailed by pathway in your Subject Handbooks. For example, if you are studying the combination **English Literature and English Language**, you will need to look at both the English Literature Subject Handbook and the English Language Subject Handbook to find out the modules you have to do. All this information is available on-line at the **MY COURSE: ugenglish** Blackboard site, which will automatically appear on your Blackboard homepage.

The structure of the course is summarized in diagrams on the following pages. These module sets are also available in individual subject set handbooks, alongside further information about each module in that subject area.

English Language Level 4

JOINT CORE MODULES Level 4	
Semester One	Semester Two
Either 1ELG405 Words and Meaning	(year-long 30 credit module)
Or 1ELG406 Language and Text	(year-long 30 credit module)
1ELG401 How English Works 15 cr.	

In addition, you do either the following module or a Westminster Elective Module (e.g. Polylang):

JOINT OPTION Level 4	
Semester One	Semester Two
	1ELG403 Using English 15 cr.

Linguistics Level 4

JOINT CORE MODULES Level 4	
Semester One	Semester Two
1LIN401 Introduction to Linguistics	1LIN404 Word and Sentence Structure
1LIN407 Language in society	30 credit, year-long module

English Literature Level 4

JOINT LEVEL FOUR CORE MODULES	
Semester One	Semester Two
1ENL460 Introduction to Literary Studies	30 credit year long
JOINT LEVEL FOUR OPTION MODULES **choose one 30 credit or two 15 credit**	
1ENL461 The Victorians	30 credit year long
1ENL462 Renaissance Lit. & Culture	1ENL463 Introduction to Poetry
1ENL464 Introduction to Arts and Culture	1ENL465 Introduction to Theatre Studies: Text and Performance
1ENL466 Writing Contemporary Britain	1ENL467 Shakespeare & his contemporaries

Creative Writing Level 4

JOINT CORE MODULES level 4	
Semester One	Semester Two
1CRW403 Writing the City	30 credit Year-long module
1CRW401 Composition 1 15 credits	

JOINT OPTION MODULE level 4	
Semester One	Semester Two
	1CRW400 Composition 2 15 cr.

You can see the subjects sets for the new degrees at levels 5 and 6 in Appendix 3 below.

ACADEMIC REGULATIONS

The BA (Hons) English and Linguistics and its intermediate awards operate in accordance with the University's Academic Regulations and the UK Quality Code for Higher Education Part A: Setting and maintaining academic standards published by the Quality Assurance Agency for Higher Education (QAA) in 2013.

All students should make sure that they access a copy of the current edition of the general University handbook called Essential Westminster, which is available at westminster.ac.uk/essential-westminster. The following regulations should be read in conjunction with Section 17: Framework for Undergraduate Taught Courses and relevant sections of the current Handbook of Academic Regulations, which is available at westminster.ac.uk/academic-regulations.

Award
To qualify for the award of BA (Hons) English and Linguistics, a student must have:

- obtained at least a minimum of 360 credits:
  - 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 120 credits at Level 6 or higher.
- attempted modules with a maximum value of 180 credits at each level; and
- satisfied the requirements contained within any course specific regulations for the relevant course scheme.

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

HOW WILL YOU BE SUPPORTED IN YOUR STUDIES?

Course Management
The degree has a designated course leader whom you will meet during Orientation Week and who is available for consultation during weekly student consultation hours throughout the year or by appointment. During March of the first and second year, you will have the opportunity to choose your option modules for the following year after consultation with academic staff. Individual modules each have a module leader who is responsible for the smooth running of that module. Module leaders are available during term-time during their student consultation hours or by appointment. The degree is part of a suite of BA hons degrees in the department of English, Linguistics, and Cultural Studies. At levels 4 and 5 of the course (years 1 and 2), you will have a designated personal tutor to whom you may turn for general personal and academic advice. In the final year, you will be provided with a supervisor on your dissertation module with whom you will have individual supervisions.

Academic Support

Upon arrival, an orientation 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 Faculty Registry Office. You will be provided with the Course Handbook, which gives detailed information about the course. You have a course leader, and you will be assigned to both an academic tutor to support you in your studies and a personal tutor who can provides guidance on other matters. The University uses a Virtual Learning Environment called Blackboard where you can access your 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. 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 work, 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 course. You can also securely connect your own laptops and mobile devices to the University wireless network.

Support Services

The University of Westminster Student Affairs 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. 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 2015. The panel included internal peers from the University and academics from other universities. 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 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 Course Committees, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness

of the course. Each Faculty puts into 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 and to further study. 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.

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 Course Committees students have the opportunity to express their voice in the running of their course. Student representatives are elected to Committee 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.
- Each Faculty also has its own Faculty Student Forum with student representatives; this enables wider discussions across the Faculty. Student representatives are also represented on key Faculty 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 of the effectiveness of the module and highlight areas that could be enhanced.
- The University also has an annual Student Experience Survey which seeks the opinions of students about their course and University experience. Final year undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

PART TWO – ABOUT YOUR COURSE

1   HOW TO CONTACT US

1.1   Contact details of the course leader/course management arrangements

The management structure supporting the course is as follows:

- The Course leader is responsible for the day to day running and overall management of the course and development of the curriculum:
Andrew Caink:
Room 211 Wells Street
Ext 68966
Email: A.Caink@westminster.ac.uk

- Alex Warwick, Head of Department, holds academic responsibility for the course and other courses within the Department of English, Linguistics and Cultural Studies within the Faculty of Social Sciences and Humanities.

- Roland Dannreuther, Dean of Faculty, holds overall responsibility for the course, and for the other courses run by the Faculty of Social Sciences and Humanities.

1.2   Level Tutor Arrangements

Your level tutor is your first point of contact during your studies. He or she can advise you on all academic or personal matters that may affect you. In some circumstances s/he may refer you to another person who is best qualified to deal with your question or problem. Level tutors have regular weekly student consultation hours when they are available to see students without prior appointment.

A list of names and contact details of all staff can be found on Blackboard.

1.3   Who to contact about module queries

Your Module Tutor is the person teaching your class, and who you should consult in the first instance if you have questions about the content of the modules you are studying. As many of the staff are visiting lecturers, they do not have offices or regular student consultation hours. If your question is urgent you should speak to the course leader.

1.4   Faculty Registry role, location and opening hours

The Faculty Registry Office, which is located in Wells Street, is responsible for the administration of all undergraduate and postgraduate courses run in the Faculty of Social Sciences and Humanities (SSH) and the Programme Administrators who deal with your course are based there. We deal with the maintenance of student records, regulation advice, enrolment, letter requests,

assessment, logging of coursework, module registration and enquiries from students, staff, Alumni and external agencies.

Do please contact us, either by visiting the Registry during opening hours, or by emailing us on sshregistry@westminster.ac.uk or phoning us on +44 (0)20 3506 9800 if you have any queries or concerns, we are here to help you throughout your studies with us.

The Registry is open at the following times:

	Term-time	**Vacation time**	**Exam Period***
Monday	10.30–18.00	12.30–14.30 and then 16.00-17.00	10.30-12.00 and then 15.30-17.00
Tuesday	10.30–18.00	12.30–17.00	10.30-12.00 and then 15.30-17.00
Wednesday	10.30–18.00	12.30-17.00	10.30-12.00 and then 15.30-17.00
Thursday	10.30–18.00	12.30–14.30 and then 16.00–17.00	10.30-12.00 and then 15.30-17.00
Friday	10.30–14.00	10.30- 4.00	10.30-12.00 and then 15.30-17.00
Sat/Sun	Closed	Closed	

*dates published on the University Calendar

W: westminster.ac.uk/faculty-registry-offices

1.5   Information about where course information/news/events is posted

All essential course information and news will be posted on Blackboard, the University's online learning environment.

1.6   Disability Learning Support

The Disability Learning Support team provide information, support and guidance to disabled students, for example those with specific learning difficulties (dyslexia, dyspraxia, dyscalculia and AD(H)D), long-term mental health conditions, visual impairments, hearing impairments, physical disabilities, long-term medical conditions and Autistic Spectrum Disorder.

We provide an opportunity for students to disclose a disability in confidence and put in place learning support entitlements such as exam access arrangements and accessible rooms to enable students to have equal access to all aspects of the university experience.

We also offer a range of confidential services, including one-to-one specialist tuition, mentoring, and advice on accessing the Disabled Students' Allowance (DSA)

If you have a disability which is likely to affect your studies, you should let Disability Learning Support know at the earliest opportunity. Please ensure you have up to date medical evidence e.g. a GP letter or consultant's report,

or if you have a specific learning difficulty (dyslexia, dyspraxia, dyscalculia) an up to date diagnostic report.

Disability Learning Support, University of Westminster,
First Floor, 101 New Cavendish Street, London W1W 6XH
T: +44 (0)20 7911 5000 ext. 65429/66113
E: DLS@westminster.ac.uk

1.7   Support for international students

There is an International Student Adviser (ISA) at the University who is based in the Student Advice Service at Cavendish House throughout the week. The ISA provides support with non-academic issues such as immigration, working in the UK, finance, culture shock, homesickness and making friends. The ISA can see you for one appointment or for ongoing support.

There is an International student welcome programme for international and EU full-time students which covers information such as your rights to healthcare in the UK, safety in London, working in the UK (during or after your studies), how to cut your costs in London and much more. To book a place complete the booking form at westminster.ac.uk/welcome-programme

There are regular visa clinics if you need to extend your Tier 4 visa, the advice service can check your application prior to you sending it off. For further information please visit: westminster.ac.uk/visas

If you have any queries or wish to book an appointment please contact us on the details below.

T: +44 (0)20 7911 5000 ext. 66080
E: studentadvice@westminster.ac.uk

1.8   University of Westminster Students' Union (UWSU)

The University of Westminster Students' Union (UWSU) is run by students for students. It is an independent organisation that is here to represent your needs, protect your rights and make sure your voice gets heard.
The UWSU is run by five Sabbatical Officers who are elected each year. They have either completed their degree or chosen to take a year off from their course to do the role. There is a Sabbatical Officer based in each main Students' Union office.

The Students' Union supports you by:

- representing your views to the University: calling for the changes and specific improvements that you have identified
- providing advice when you get into difficulties with your course (for example if you are accused of plagiarism)
- offering you new opportunities and ways to get involved at a Faculty level and through our sports clubs, societies, magazines and radio station

- asking you what matters to you about your course and your university experience and acting on what you say.

To find out more visit the website uwsu.com

1.9 Academic Learning Development

Degrees in higher education require specific skills. Academic Learning Development can help you master these skills, so you can get the best possible grades, whatever course you are on. Students on all programmes, including postgraduates, come to us to help improve their academic skills. We welcome all types of students such as school leavers, students who have been out of education for a while, international students or those who just need to boost their confidence.

As a first step to evaluating and developing your learning and academic skills, refer to the Learning Support tab in Blackboard, the University's online learning resource. Here you will find help-sheets, presentations, exercises and other study skills materials. In addition a range of workshops are held covering topics such as report writing, critical thinking, essay writing and time management. You can also book a one-to-one appointment with a Learning Adviser at our Student Affairs Hub in Cavendish House or Harrow campus.

E: learningadvice@westminster.ac.uk
W: westminster.ac.uk/learning-and-study-skills-support

1.10 IT Training for students

The IT Training team, part of Learning Support, provides training and support in IT software. There are a variety of courses available from introductory sessions to opportunities for students to gain internationally recognised qualifications in Microsoft Office Specialist and Adobe Certified Associate. All training, support and optional exams are free of charge to University of Westminster degree students.

E: it.training@westminster.ac.uk
W: westminster.ac.uk/trainingteam

2 HOW YOU ARE TAUGHT

2.1 Teaching and Learning Strategy for the Course

A number of different teaching styles may be expected, according to the nature of the subject matter covered in the different modules. Each of the modules on the programme conforms to the general emphasis on seminar and tutorial-based activities, and within that general approach, individual modules have their own characteristic features of delivery, depending on their focus. While occasional lectures will be used to provide a common framework and foundation, the emphasis within the teaching is student - rather than teacher-

centred. All modules employ the on-line learning system, *Blackboard*, to provide a library of materials and notes and in some cases, exercises.

We aim to help you to become an increasingly independent learner during the course, so in level 4 you will be equipped with the basic tools and knowledge for your studies and offered a good deal of instruction and guidance on how to use them. At level 5 you will be expected to be able to work with less explicit guidance, and at level 6 to be able to utilise independently everything that you have learned.

You will be encouraged to develop your speaking skills through group discussion and planned presentations about relevant topics to be offered to the group. Such exercises will help you participate constructively in seminar activities and interact dynamically with your colleagues. As well as oral presentations, you will be expected to produce written assignments. The writing process is integral to the learning strategy and requires you to develop the skills of research, organisation, argumentation and expression that are crucial to the successful completion of the degree.

Each module is calculated to represent 150 hours of your time across the semester. This includes classes, reading, research, planning and production of work, and it gives you an idea of how much work you are expected to organise and undertake for yourself.

You will be assigned a personal tutor who will normally remain your tutor for the duration of your degree. Your personal tutor should be the person that you go to with any problems that are other than the specific questions arising from the content of a module. S/he will help you as far as is possible, or direct you to the appropriate person who can offer further help.

At all stages in your studies you will be closely supported so that you can gain the maximum benefit from your work. The team aims to provide an active environment where you can learn from each other in the context of close staff-student interaction.

At level 6 you will undertake a dissertation module in which you will complete an extended piece of independent study and writing under the guidance of an assigned supervisor. As you are following a combined degree programme you will take the dissertation in one of the two subject areas. If you are a Major/Minor student, you will take the 30 credit dissertation in your Major subject. If you are a Joint student you can choose in which of the subjects you wish to write your 15 credit dissertation[*]. In both cases, however, you have the opportunity to undertake research that draws on both areas of your degree, and a supervisor will be available from both areas to advise you on your work.

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[*] Note that for Joint Creative Writing students, there is no 15 credit dissertation. Instead, students take the 30 credit Project module. A 15 credit dissertation in the other subject is obligatory.

2.2 The course skills strategy

Subject specific and transferable skills are identified in the outcomes of each module and develop progressively throughout the course.
The modules 1ENL460 Introduction to Literary Studies and 1ELG403 Using English include the following aims:

- To foster the following study skills: note-taking; classroom presentation; planning an essay, constructing a bibliography; summarising from criticism; critical reflective thinking about one's own work;
- To enhance involvement in Personal Development Planning in the form of a reflective careers management analysis and a reflective exercise on essay feedback through an action plan;
- To promote reflection on the student's learning styles, transferable skills and overall management of the learning process;

In summary, the course aims to develop the following groups of skills:

Communication Skills

Specific outcomes articulated are the ability to:
- identify, evaluate, select and deploy precise and appropriate critical frameworks and terminology;
- show a detailed awareness of how literature and language produce and reflect cultural change and difference;
- communicate clearly and effectively in a variety of oral and written formats, in a sophisticated academic register;
- demonstrate advanced skills of reasoning and the construction of complex argument;
- present diverse and complex information with clarity.

Groupwork Skills

Specific outcomes are the ability to:
- work with, and in relation, to others in a reflective fashion.

Information Skills

Specific outcomes are the ability to:
- show advanced research skills;
- fully and confidently utilize the bibliographic skills specific to English, including accurate citation of sources and consistent use of bibliographical conventions;
- show clear ability in the use of information-technology; including word processing and electronic data access information;
- manage and synthesize information in a structured way.

Problem Solving

Specific outcomes are the ability to:

- exhibit high competence in planning and execution of essays and project-work;
- identify, evaluate, select and deploy precise and appropriate critical frameworks and terminology;
- undertake research with minimal guidance.

Managing Learning

Specific outcomes are to:
- show an ability to reflect productively on the learning process;
- gain confidence in analysing texts beyond those studied in class;
- provide guidance to allow students to develop independent skills in close reading of both theoretical texts and literary and visual texts.

2.3 Blackboard

Blackboard is an online learning system and every course and module has a Blackboard site which is used in a variety of ways to underpin course delivery and your learning. For example key learning materials are typically made available in Blackboard sites and all online coursework submissions are made through Blackboard. Your tutors use blackboard as the main way of communicating with you.

Each Faculty Registry also has key information such as course handbooks, enrolment and module registration information, exam timetables, and more, accessible via Blackboard

Blackboard is available at learning.westminster.ac.uk and Blackboard help for students is available via the 'Help' link at the top right of every Blackboard page. You can also access Blackboard on a smartphone or tablet device by downloading the appropriate app – just visit the app store for your device and search for Blackboard Mobile Learn. For further information on Blackboard Mobile please visit bit.ly/Bbmobile

You will also find essential sites on your Blackboard homepage for information about your course, such as '**MY COURSE: ugenglish**' and 'Creative Writing'. You will see the link to login to Blackboard after you sign in to the University website using your network username and password. Your network username is your student registration number (preceded by a W and minus the last digit (e.g. W0345678). Your network password is initially set to your date of birth (in the format dmmyyyy). So, if your date of birth is the 7th April 1976 then your initial password would be 07041976 (you can change your network password through the link on the current students homepage). **NOTE** that you will be prompted to change your password at regular intervals whilst at university. Failure to change your password when prompted to do so may mean that you will be unable to access Blackboard as well as other networked services. The Blackboard system assigns you to individual module websites within Blackboard according to the information in the student record system (SRS). So if you are not registered on the correct modules on SRS you will not be able to access the correct sites in Blackboard.

If you are linked to the wrong modules in Blackboard please first check what modules you are registered for using the web interface to SRS. This is currently accessible from the University homepage after you sign in. If the information on SRS is correct when you check, then Blackboard should show your correct modules the following day. If the information on SRS is incorrect please visit your local undergraduate administration office and ask them to help you to amend your student record so that you are correctly registered for the modules that you are taking.

You will hear more about Blackboard at your induction sessions during your first week at the University. In addition your tutors will provide you with information about how they plan to use Blackboard with you to support your learning.

2.4   Exchange opportunities

Students have the opportunity to study for part of their degree abroad. The University has links with many other institutions across the world and students are regularly hosted by these. If a student has proficiency in a language other than English they may be able to study in countries such as France, Germany, Spain or China, but there are also links with universities in Australia, Canada, New Zealand and the United States. An exchange opportunity can be a life-changing journey, increasing your employability. Whatever your motivation, participating on an exchange as part of your degree may open the door for you to fulfill your global potential. Please discuss with Dr. Sara Pons Sanz (S.Ponssanz@westminster.ac.uk) and consult the current student exchanges section of this website: westminster.ac.uk/student-exchanges.

2.5   Employability and work placement opportunities

The BA English and Linguistics Combinations is intended to provide students with sophisticated critical skills and a widely applicable knowledge and skills base that can be adapted to various fields of practice. Students from different academic backgrounds are encouraged and guided to areas of study that may enable them to expand and adapt their previous knowledge towards several possible careers such as education, journalism, media research, library and archive work. Much of the coursework and dissertation allow flexibility such that students can select topics that build on their own knowledge and possibly career aspirations.

It is important that you think carefully about the kind of employment you are interested in after your degree, and start to prepare *now*. In addition to the skills that you will develop on your modules, think about ways in which you can improve your portfolio of skills in other areas, through, for example, part-time work, voluntary work, charity work, etc. You should not leave such considerations until the end of your studies, because you have the opportunities to start to develop a useful array of skills now. Look at the materials on the Career Development Centre website westminster.ac.uk/careers

You should consider taking *1ELG403 Using English* which partly focuses on employability skills.

If you are studying Creative Writing, all modules raise awareness of the contemporary writing scene, potential audiences, markets and processes involved in getting your work published or performed. You will be encouraged to write, draft and present your work in a professional way throughout the course. In addition to being taught by published authors, you will also have the opportunity to hear talks given by professionals from the various creative industries to help you plan your future.

There is a work placement module at level 6 that enables students to gain credits for work in a variety of sectors.

You can get support with Work Placements from the Career Development Centre as well as via your Faculty Work Placement Officer. Work Placements are an excellent way to develop employability skills and give you essential experience to enable you to progress to a graduate career after university. Work Placements can be taken as part of a course to gain credit or outside your course. They can last from one week to a number of months during term time, several weeks during vacation time or up to one year as part of a sandwich degree. Contact the Career Development Centre or your Work Placement Officer in the Registry for more information.

W: westminster.ac.uk/careers

2.6 The Student Charter

The University of Westminster Student Charter was produced jointly by the University and the University of Westminster Students' Union. The Charter sets out the University's responsibilities to you and highlights what we expect from you in return. The Charter also offers an overview of the University support and resources available to you, with more details to be found in its companion publication – our student handbook Essential Westminster. The student charter is available at westminster.ac.uk/student-charter.

The University of Westminster and the Faculty of Social Sciences and Humanities celebrates the rich diversity of its students and staff. It is fully committed to creating and maintaining a stimulating and supportive learning and working environment based on mutual respect, dignity and trust. We believe that this enables all staff and students to reach their full personal and professional potential regardless of their race, nationality, age, ethnic or national origins, sexual orientation, marital status, disability, gender, religion or belief.

When you join the University as a student, you become a member of an inclusive community that embraces equality and diversity and ethical and responsible behaviour. The University of Westminster is committed to encouraging an environment in which all individuals may contribute without fear of discriminatory or unfair attitudes and practices. Any student or staff member who is alleged to have discriminated against others, or engaged in

discriminatory, bullying or harassment activity, be it face-to-face or by virtual means, including social media, will be subject to investigation under the University's relevant code of conduct.

On enrolling, all students are bound by the University's Diversity and Dignity at Work and Study policy The University requires all its students to respect diversity within our learning and teaching communities, to support and promote equality of opportunity, and to challenge and strive to eliminate unfair or unlawful discrimination (The Equality Act 2010)

The University acknowledges the special role of higher education in promoting equality of opportunity and furthering social inclusion. We recognise that ensuring equality of opportunity is essential for the high-quality performance and long-term success of the University. All staff and students have legal rights and responsibilities in relation to the promotion of equality of opportunity, as also acknowledged by the University's Diversity and Dignity at Work and Study policy.

What you can expect from us
Lecturing staff at the university will do their best to support you in your studies. They will present you with full reading lists at the beginning of the semester, along with the dates of all assignment deadlines[1] and the date and place by which the coursework will be returned to you.

They will read your work carefully and give written comments so that you can understand why it gained the mark it did and how your work could be improved.

The university will do its best to give you warning if for any reason a class has to be cancelled. This may be done by notices on doors, via Blackboard, and when possible by e-mail.

Staff will be available to talk to you in the office hours stated on their office doors and on the Blackboard sites for modules on which they are teaching. If you are unable to make those times, they will be pleased to arrange an alternative appointment with you via e-mail. (Note that office hours change according to the semester and the time of year.)

During the semester, staff read their e-mails regularly and will try to get back to you within a few days of any e-mail; however, remember that lecturers do have many other duties, including attending conferences and meetings away from the university which may prevent them from responding to your e-mail so quickly.

What we expect from you
As a full-time student, we expect you to attend classes regularly, and to let your seminar/workshop tutor know if you are unable to attend.

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[1] Except for examination dates; these are organised centrally by the university, not by teaching staff.

If you encounter difficulties outside the university that are affecting your studies, or problems within the university, keep your Personal Tutor informed, and discuss your situation with her or him. We will try to help as best we can.

We will give you reading lists and recommend what is essential reading. Doing the required reading is crucial if you are to give yourself a chance of passing the module.

The lecturers will write feedback on your assignments and it is essential that you collect your work in the designated times in order to benefit from this feedback, and help yourself to make progress.

If you are unable to see a member of staff during the office hours (stated on the office door and on Blackboard) owing to other commitments, then e-mail to arrange an alternative time. Please do not turn up at the office by chance; even if the lecturer is there, they may be too busy to see you.

It is your responsibility to regularly check your transcript on your own Student Record System on-line ('SRS'). You can access this from the university home page once you have logged on. You also need to ensure that all your contact details are correct, because we use that information to contact you.

Because you are studying several modules concurrently, you will often find that you have assignment deadlines around the same time. You will be told these deadlines at the start of each module, so you should plan your studies carefully to ensure that you can meet the deadlines alongside any other commitments you have outside the university.

You should read through your work carefully before handing it in and make sure that it is coherent and literate and free from typographical mistakes ('typos'). It should be word-processed, presentable, and the font should be at least 11 font and at least 1.5 or double-spaced in order to give the marker space to write comments.

The work you submit should be your own work, and not copied from another source (either published or from another student).

When you e-mail staff, please write politely and coherently as you would in any other professional situation. Text messaging is not an appropriate style.

Read the handbooks; most questions are answered either here or in your subject handbooks.

3   HOW YOU LEARN

3.1   Independent Study

Independent study is a key learning skill for academic study and for your future employability. As part of your course you will be expected to work

independently. This may take various forms examples include group collaborative tasks, research, reading, revision, assessment preparation, projects that feed into presentation and debates, lab or studio based work. You will be encouraged, guided and supported towards developing progressively increasing skills as an independent critically aware learner. You should expect each module to have both specified contact hours and independent learning. The hours may differ significantly depending on the specific subject matter, your level of study and the approach to teaching and learning.

Although you will spend a relatively small amount of time in classroom situations, a module involves a great deal more time in reading, research, and planning and writing of assessments. For each module, as well as classroom time, there is also a programme of independent study activities designed to help you in broadening your knowledge. Details of these activities are on module Blackboard sites.

To give you an idea of how much work you are expected to undertake, a 15-credit module is calculated to represent 150 hours of your time (including class time) and a 30-credit module to represent 300 hours (including class time). This is full-time study of about 35 hours a week for your whole course, so you can see that it will require planning and organisation on your part.

3.2   Study guidance

Please see the separate Study Skills Guide for detailed guidance on all aspects of your studies.

3.3   The Library and IT Services

Once enrolled you are automatically registered to use the University's library and IT services. There are four libraries - one on each campus - offering a range of books and journals (printed and electronic), DVDs and specialist materials for your course. There are group and silent study areas in each library and computers, photocopiers and printers are also available. Open access computer rooms are located on each campus and wireless services are also available. The library also offers training courses in research and referencing to help you with your studies and to complete assignments.

Full details of the University's library and IT services are available online via westminster.ac.uk/library-and-it and also in printed guides available from each library. Find out more about:

- Accessing library resources on-site and from home
- Finding books, journals and past exam papers
- Requesting and renewing book loans online
- On-site Wi-Fi access
- Copying, printing and scanning
- Training and support, including dedicated liaison librarians to support your course

- Computer rooms and locations of general and specialist software at each campus

If you are studying at a partner institution your local library will provide access to paid for e-resources, due to licensing restrictions. Free e-resources are accessible via Library Search.

IT Services at Regent
The main student computing facility is located at 309 Regent Street, with additional computers available at 4-12 Little Titchfield Street. Students can also use the computer facilities at the Marylebone, Harrow and Cavendish sites.

Regent Street and Little Titchfield Street Computer Rooms
At Regent Street, there are open access computer rooms in the basement, lower ground and upper 4th floors. The Gallery and DeepEnd also offer spaces to study with computers.

In the basement area at 309 Regent Street there are computers and colour and black/white printers available. Photocopiers are available in Regent Library.

In Little Titchfield Street there are open access computers in rooms 511 and 512, and room 110 within Regent Library. The other IT facilities at Little Titchfield Street are for Law students.

Wireless access is also available for use in social and group work areas in the Regent Campus buildings.

There is also a student common room open for all students, which is located in the basement with some computers available.

Audio Visual Facilities
Students are able to book audio visual facilities but this must be through the appropriate course leader.

Printing and Photocopying
The University operates has a cashless payment system for printing, photocopying and other library services. Your account is stored on your student ID card, which will have some credit on it to get you started. When your credit runs out you can top up online via westminster.ac.uk/top-up or you can use coins in the Paystation located on the Ground Floor in Little Titchfield Street. You can check your credit balance and view your printing history via printportal.westminster.ac.uk

To print or photocopy simply use your Student ID card in the appropriate reader or swipe point and the cost will be deducted from your account.

It is essential that all users are aware of the policies and procedures for computer use which can be found in the University's Acceptable Use of IT Policy (westminster.ac.uk/library-and-it)

3.4   Personal Development Planning (PDP)

Whatever your particular subject combination, you will have four scheduled meetings with your Personal Tutor during your first semester of study. In these meetings you will be encouraged to reflect on your learning and on feedback that you have received. These meetings are not assessed but will be used as both a diagnostic exercise for tutors to assess the student's progress and any possible areas of concern and as a means for the student to reflect upon their own personal development.

Students are introduced to skills assessment and development in the modules 1ELG403 Using English and 1ELG460 Introduction to Literary Studies. In Creative Writing, every module has on-going self-assessment of one's own skills development, and makes substantial use of the personal logbook as part of this process. The core module 1CRW601 Professional Writing will introduce you to a variety of ways in which you may pursue your career after your degree.

> **Comment [SS1]:** ? not on list of LF modules

3.5   Feedback on assessed work

Please see the separate Study Skills Guide for detailed discussion of forms of feedback and how to make use of it.

4   HOW YOU WILL BE ASSESSED

4.1   Assessment Strategy for the course

Assessment is not just a means of judging your current levels of achievement. It is a crucial part of the learning process and of achieving the learning outcomes. You should always refer to marking criteria and to written comments provided by your tutors. These are intended as pointers to improvement, not simply as judgements. If you submit your coursework by the deadlines set in each semester, you will receive feedback within three weeks.

Individual assignments and final module grades are given as a percentage: to pass, you must receive at least 40%. If you receive a grade between 30% and 39%, you receive a Condoned Credit (sometimes called a 'Take'). See **Appendix 2.**

In terms of final awards, a module that is of a 'First' standard receives a grade of 70% or more; an 'Upper Second' is 60% - 69%; a 'Lower Second' is 50% - 59%; a 'Third' is 40% - 49%.

Feedback on work submitted at an intermediate stage in the module will be returned by your class tutor in class and your final assessments by your

personal tutor, who will be able to give you an overview of your strengths and weaknesses and help you to reflect on your work. This is an extremely important part of the learning process and should help you to improve future assessments.

The types of written work you will be asked to produce will be varied. Although coursework will include traditional academic essays, you will also be given a range of other assignments that are appropriate to the module that you are studying.

In all forms of assessment, you will be required to pay special attention to your research and presentation techniques, which will include, for example, the production of accurate bibliographies, and the use of a word-processor.

The following methods of assessment are currently employed in the English and Linguistics Combinations degree:

- short essay (word count varies between 1,500 to 3,000 words according to level)
  develops and assesses the ability to: select appropriate question, topic and material; research independently; construct a clear, coherent and logical argument; show knowledge of material in assembling evidence to support argument; present work clearly; communicate clearly and accurately; utilise full scholarly apparatus.

- extended essay (around 4000 words. English Literature only)
  develops and assesses the ability to: select appropriate question, topic and material; research independently; manage a large body of primary and secondary material; construct a clear, coherent and logical argument across an extended piece of writing; show knowledge of material in assembling evidence to support argument; present work clearly; communicate clearly and accurately; utilise full scholarly apparatus.

- portfolio (a collection of smaller pieces of work throughout the semester and report)
  develops and assesses the ability to: select appropriate topics and materials; manage a small body of material and data; construct a clear, coherent and logical report bringing the exercises together; show knowledge of material in assembling evidence to support argument; present work clearly; communicate clearly and accurately; utilise full scholarly apparatus.

- formal unseen examinations
  develops and assesses the ability to: plan and manage time, both in revision and execution of exam responses; select appropriate question, topic and material; construct a clear, coherent and logical argument; communicate clearly and accurately within time-limited conditions.

- pre-release tests, where the paper is given to you in advance (English Literature only)

develops and assesses the ability to: plan and manage time, both in
revision and execution of responses; select appropriate question, topic
and material in advance of test; construct a clear, coherent and logical
argument; communicate clearly and accurately within time-limited
conditions.

- critical analysis or review (applying a particular critical approach to a
  short text)
  develops and assesses the ability to: apply skills of comprehension and
  argument, both in understanding the arguments of others, and in
  constructing your own; demonstrate independent thinking; express
  argument clearly and coherently; communicate clearly and accurately.

- textual analysis (the close reading of a text)
  develops and assesses the ability to: execute detailed and precise
  readings; utilise subject knowledge of the formal properties of literature
  and language; relate close reading to contextual issues; communicate
  clearly and accurately.

- critical review of a journal article
  develops and assesses the ability to: apply skills of comprehension and
  argument, both in understanding the arguments of others, and in
  constructing your own; demonstrate independent thinking; express
  argument clearly and coherently; communicate clearly and accurately;
  develop awareness of research in the field.

- dissertation
  develops and assesses the ability to: select appropriate question, topic
  and material; plan and manage the research process over an extended
  period; research widely and independently; work independently and in
  relation to supervisory advice; manage a very large body of primary and
  secondary material and, depending on the topic, language data ;
  construct a clear, coherent and logical argument across an extended
  piece of writing; show knowledge of material in assembling evidence to
  support argument; present work clearly; communicate clearly and
  accurately; utilise full scholarly apparatus.

- oral presentation, in groups or individually
  develops and assesses the ability to: select appropriate question, topic
  and material; work with others; manage time in preparation and delivery
  of material; research independently; construct a clear and coherent
  presentation; show knowledge of material in assembling evidence to
  support argument; present work clearly and accurately with awareness of
  audience; utilise appropriate tools to assist audience understanding.

- research project
  develops and assesses the ability to: marshal and organise appropriate
  data; research with various degrees of autonomy depending on level;
  construct a clear, coherent and logical argument; show knowledge of
  material in assembling evidence to support argument; present work

clearly; communicate clearly and accurately; utilise full scholarly apparatus.

- tasks aimed at the development of specific skills (e.g. IT or bibliographical exercises) develops and assesses the ability to: execute precisely limited tasks specific to the discipline or of more general use. The module-specific assessment criteria are to be found in each module outline; it is also likely that you will be provided with assignment criteria for each assignment. It is essential that you read these carefully to know what the tutor is looking for in your work. Broadly, assessment in the Combinations degree aims to recognise achievement in the following areas:
  - breadth and depth of subject knowledge, including relevant contextual knowledge
  - skills in textual analysis and close reading
  - knowledge of critical and theoretical approaches
  - the management of discursive analysis and argument, including the awareness of alternative lines of argument and the convincing use of evidence
  - independence of mind and originality of approach
  - fluent and effective communication of ideas, and the sophistication of writing skills
  - critical acumen
  - informed engagement with scholarly debates through secondary reading
  - use of English, including grammar and spelling
  - the use of scholarly conventions, including bibliographies and citation of sources.

In marking students' written coursework, tutors will consider:
- the extent to which the remit of the assignment has been met
- the accuracy with which relevant theoretical arguments, concepts and data are described
- the degree to which the theories and concepts discussed are integrated and data are described
- the range of source material used
- the coherence and integration of the structure of the work presented
- the clarity (spelling, grammar, etc.) and technical accuracy with which ideas are expressed
- the use of properly referenced sources to support the arguments made.

In marking oral presentations, tutors will consider:
- the degree of knowledge of the subject matter
- the range of relevant literature used
- the appropriate use of empirical data
- the extent to which material has been synthesized
- the clarity and coherence of the overall presentation
- the clarity of delivery (pace, audibility, etc.)
- the extent to which time limits are observed

- the effectiveness with which oral questions are dealt with.

In marking examinations, tutors will consider:
- the ability to understand and address the question set
- the accuracy with which relevant theoretical arguments, concepts and evidence are described
- the degree to which the theories and concepts discussed are integrated and contextualised in relation to the question the ability to work unassisted in a time-constrained environment.

4.2 Cheating and plagiarism

As an academic community, all students and staff at the University of Westminster are expected to demonstrate the highest standards of academic conduct. The University's expectation is that all grades obtained by students must result from the student's own efforts to learn and develop. If carried out knowingly, cheating and plagiarism have the objectives of deceiving examiners and gaining an unfair advantage over other students. This is unethical. It also threatens the integrity of the assessment procedures and the value of the University's academic awards.

While you are studying here, your academic performance will be assessed on the basis of your own work. Anyone caught cheating in exams/in-class tests or through coursework assignments will be subject to formal investigation in accordance with Section 10 of the University's Handbook of Academic Regulations.

It is your responsibility to ensure that you are not vulnerable to any allegation that you have breached the assessment regulations. Serious penalties are imposed on those who cheat. These may include failure in a module or an element of a module, suspension or exclusion from your course and withdrawal of academic credits awarded previously for modules which have been passed.

The Library runs regular workshops on how to reference correctly and information on how to avoid plagiarism is available on the Library and IT Services website: westminster.ac.uk/referencing-your-work. In addition you can access an interactive tutorial all about understanding plagiarism via Blackboard by clicking the tab 'Avoiding Plagiarism' at the top of any Blackboard page.

Typical breaches of assessment regulations are described below.

4.2.1 Plagiarism/Academic Integrity

When you submit work for individual assessment, the work must be your own. If you have included sections of text from other sources without referencing them correctly, then you may be accused of plagiarism.

Plagiarism is defined as submission for assessment of material (written, visual or oral) originally produced by another person or persons, without acknowledgement, in such a way that the work could be assumed to be the student's own.

Plagiarism may involve the unattributed use of another person's work, including: ideas, opinions, theory, facts, statistics, graphs, models, paintings, performance, computer code, drawings, quotations of another person's actual spoken or written words, or paraphrases of another person's spoken or written words.

Plagiarism covers both direct copying and copying or paraphrasing with only minor adjustments. You must keep a careful record of all the sources you use, including all internet material. It is your responsibility to ensure that you understand correct referencing practices.

If you use text, data, drawings, designs, or artefacts without properly acknowledging who produced the material, then you are likely to be accused of plagiarism.

Here are some simple dos and don'ts, to help you avoid plagiarism:

Do	Do not
Include references to all sources at the point where they appear in your text, either via a direct reference or foot note	Rely on citing sources in your bibliography without making clear where they appear in your text
Always use quotation marks to indicate someone else's ideas	Take parts of other people's sentences and incorporate them into your own writing without making clear that they are not your own words
Reference diagrams, tables and other forms of data	Assume that plagiarism only refers to written words in prose narrative
Include full website references, which make clear exactly which page you referenced.	Simply cite the top-level page and expect your tutors to search for your source.

Always check with your Module Leader or Course Leader if you are unsure about subject-specific conventions concerning referencing and attribution (e.g. in design-based and creative subjects where there may be particular expectations about referencing and/or copyright).

More information is available at westminster.ac.uk/academic-conduct

4.2.2 Plagiarism Detection

To help eradicate plagiarism and thereby protect the value of your qualification at the University of Westminster you will normally be expected to

submit your work through text-matching software such as Blackboard's SafeAssign, or other platforms such as Turnitin.

If requested by your Course or Module Leader, you must submit your coursework in electronic form to the text-matching software system used on your course, so that it can check your work for its originality. Students should seek guidance from their Course or Module Leader.

Further information on the University's Intellectual Property policy is available at westminster.ac.uk/intellectual-property

4.2.3 Double-counting

Students are also not permitted to re-present any assessment already submitted for one module as if for the first time assessment in another module. Double counting of assessed work is not normally allowed. If submitting work previously included in another assessment the student should attribute the section of text from the earlier work. This may be taken into account by the markers.

4.2.4 Working Together

Discussing ideas is part of academic life at University and you are allowed to exchange sources and references. However, you must recognise the distinction between sharing ideas, and collusion. This means that you must not work with others to the extent of exchanging written materials you have prepared, such as notes or drafts of assignments. If these types of materials are shared this will be regarded as an assessment offence for the person who lends the material as well as for the person who uses it. Your own work must be regarded as your own property and you should protect it. If you are working in a shared space, log off from the PC you are working on and ensure you take your USB stick with you whenever you take a break so that others cannot access or copy your work; take care to destroy printed drafts or copies of work, rather than just discarding them; and, don't give your work to others on disk. If you are working on a group assignment make sure you understand the allocation of responsibilities between yourself and the other members of the group.

4.2.5 Cheating in exams or in-class tests

You must not communicate with other students during an exam or test. You must not take into the exam or test room any materials, notes or aids other than those officially authorised in the examination paper. If an invigilator observes you with any prohibited materials, notes or equipment, or observes you communicating with another student, your actions will be investigated in accordance with Section 10 of the University's Handbook of Academic Regulations. Students should also remember that the reproduction of material originally produced by another person, or persons, without acknowledgement, in such a way that the work could be assumed to be the student's own is not permitted; this includes work produced in examination conditions.

4.3   Major project/dissertation guidance

Please see the separate Dissertation guide.

4.4   Submission of coursework

Note: These are very brief guidelines. For more detailed advice on presentation of work, students should consult their copy of the Study Skills Guide**.**

- Details of how to submit your coursework will be given to you in the module outline which you will receive in week one of teaching. Most coursework is submitted online via Blackboard. There are a small number of exceptions where paper copies of assessment are submitted by posting the assignment, with a CA1 cover sheet, at the slots located outside the Registry in the entrance lobby at the Wells Street building.
- The module outline will also give the date/s for submission of coursework. All coursework must be submitted by 10.00 am on the due date. The University has a strict process for the late submission of coursework, with penalties for work submitted late and a system of application for recognition of mitigating circumstances. Please read the detailed guidelines in section 6.1, and ask your personal tutor or course leader if you have any questions.
- All written work should be word-processed with one-and-a-half or double line spacing.
- Keep to the word limit given. Marks will be lost for work that is clearly over or under the limit.
- References must adhere to a standard format. The Department accepts both the Chicago and Harvard referencing systems, details of which are given in the Study Guide. All work should conform to one of these styles and a full bibliography should be provided for all coursework.
- Spelling and grammar are important, and a good standard of written expression will be expected.

4.5   Assessment Boards and the Release of Results

All assessment marks, suggested referral opportunities, recommendations for conferment of an award or exclusion from a course must be formally ratified by the relevant Assessment Board. Any marks or grades released prior to the meeting of the Assessment Board have the status of **provisional** marks and are identified with an *.

The University operates a two-tier system of Assessment Boards for undergraduate modular courses, comprising Subject Boards (for modules) and Conferment Boards (for awards). However, in some cases a single Assessment Board may combine the roles of Subject and Conferment Boards. Details of the regulations governing Assessment Boards are set out in Section 14 of the University's Handbook of Academic Regulations, available at westminster.ac.uk/academic-regulations.

Each Faculty Registry will publish its own calendar for submission of assessment marks and Assessment Boards. Provisional marks will be

released on-line through SRSWeb throughout each semester and marked with a *. Confirmed results will then be released through SRSWeb once agreed by a Subject Board, and the * removed, rather than on a single University-wide date.

Please note that if you have failed a module you need to re-check your results on or after the University publication of results day (westminster.ac.uk/university-calendar).

If a Conferment Board has subsequently determined that a student should be excluded from their course on academic grounds, that decision will override any decision of a preceding Subject Board about reassessment in a module.

Please see **Appendix 2** for a glossary of commonly used assessment and regulatory terms.

4.6   External Examiners for the Course

As part of its overall procedures for ensuring the quality of its provision, the University appoints External Examiners to its courses (or sometimes to groups of related courses or subject areas). Each Assessment Board as specified in the Handbook of Academic Regulations will have at least one External Examiner from another University or Higher Education Institution appointed to it. Courses with a particular professional focus or which are accredited by a Professional Statutory Body (PSB) may also appoint External Examiners from the relevant PSB or industry, in order to ensure that assessment within the University meets their expectations.

Results cannot be formally published to students unless the External Examiner(s) for their course confirm their agreement with the marks, as specified in the Handbook of Academic Regulations.

The role of Subject Board External Examiners is to judge whether students have been fairly assessed in relation to the objectives and syllabuses of modules and have reached the required standard indicated by their final marks. External Examiners also attest that assessment regulations have been fairly applied ensuring parity of judgement for all students taking a module.

The role of Conferment Board External Examiners is to ensure the fair and equitable application of the University's regulations on credit accumulation, and the course specific regulations for each award, in decisions on the award of qualifications and specific classifications of awards to students. This includes decisions on intermediate awards and decisions to exclude students from their course of study.

External examiners are unable to respond to any individual queries about the assessment process or outcomes, any contact will be reported to the University. Where students have concerns about the assessment process or the quality of the provision they should first speak directly to their course leader. The section below 'making your voice heard' details the ways in which

students can provide formal feedback on their experiences. For more serious concerns please refer to section 6.7 Complaints procedure.

For the BA English Combinations the external examiners are as follows:

Name:	Position:	Institution or Company:	Board appointed to:
Dr. Jeremy Scott	Senior Lecturer In Creative Writing	University of Kent	English, Linguistics and Cultural Studies UG Board
Dr. George Walkden	Lecturer in English Linguistics	University of Manchester	English, Linguistics and Cultural Studies UG Board
Dr. Andrew Feeney	Senior Lecturer in Linguistics	University of Northumbria	English, Linguistics and Cultural Studies UG Board
Dr Christine Berberich	Senior Lecturer in English Literature	University of Portsmouth	English, Linguistics and Cultural Studies UG Board
Dr. Paul Crossthwaite	Senior Lecturer in English Literature	University of Newcastle	English, Linguistics and Cultural Studies UG Board

5.   MAKE YOUR VOICE HEARD

The University takes your views about your course and your experience as a student seriously. This section of the handbook provides information on how you can contribute to the quality assurance of the course and modules you are studying on.

5.1   What is a course representative?

As a student, you are encouraged to play a full part in the decision-making processes of the University and there are many opportunities for you to do so, whether through your Course Committee, or other student-staff consultative forum, or through the Students' Union (UWSU).

Each University course has course representatives, also known as Student Reps, who are students elected by their fellow students at the start of each academic year. Course representatives collect feedback from students on the course and present this feedback to Heads of Faculty, course leaders and other academic staff at committee meetings.

Information on what it is to be a course representative and what is involved in the role is available on at westminster.ac.uk/student-representation. More information is also available from the University of Westminster Students Union uwsu.com/advice-and-representation/student-reps/

5.2   How course representatives will be selected

The nomination and elections process for course representatives is organised and run by the Course Leader, who will be able to provide further information the process. Once elected, course representatives will be invited to attend an induction session, which will cover the role, responsibilities and provide an opportunity to meet course representatives on other courses.

5.3   The course committee

Each Course Leader is responsible for organising a forum for students and staff to present their views on the operation and development of the course. As a formal Committee within the University's Committee Structure, this Student Forum provides an important mechanism for the collection and consideration of student feedback. It has responsibility for considering the effective management of the course, including enhancement of provision. The remit of the Student Forum covers the:

- academic welfare of students, and specifically the course induction and the Personal Tutor system;
- student feedback on course operation, curriculum content, teaching, study skills, department support, assessment, facilities, library and computing support and administrative support;
- monitoring information/comment on the previous year's course audits and operation of course academic standards, i.e. the Course Leader's annual report plus 'progress statistics' of students enrolled, progressing, graduating (and withdrawing); summaries of External Examiners' reports; reports of Review Panels and University Validation Panels or external bodies which accredit the course;
- consultation on proposed changes to module content, assessment and/or course structure.

The Student Forum minutes provide a formal record for the Academic Standards Group audit of Faculty based monitoring in the next year, and periodic review (normally every six years).

Undergraduate Course Student Forums in the Department of English, Linguistics and Cultural Studies are held once in each semester and are attended by course leaders, the Head of Department, and student representatives. Any student is able to raise an issue or concern through the student representatives, and all issues/concerns will be responded to. Notes from the Course Committees will be made available to all students on the UGEnglish Blackboard site.

5.4   Student Module Evaluation (SME)

The online student module evaluation (SME) gives students the opportunity to feedback on the modules they are taking in a simple, secure and confidential way. The results of the evaluation will provide Module Leaders with a better understanding of each module from a student's perspective, resulting in future

module developments and enhancements. The evaluation asks students to indicate their level of agreement with 10 questions, relating to areas such as:
- Teaching and academic support;
- Resources and learning environment;
- Assessment;
- Coursework feedback; and
- Overall satisfaction

Further information is available at westminster.ac.uk/sme

5.5 Student Experience Survey (SES)

The Student Experience Survey (SES) is for first and second year undergraduate degree students who are asked the same questions (taken from the NSS) as undergraduate finalists, for direct comparison purposes.

The results of the NSS and SES inform future enhancements and developments at both course and University-level.

Further information is available at westminster.ac.uk/studentsurveys

5.6 National Student Survey (NSS)

Final year undergraduates are invited to complete the **National Student Survey (NSS)**, alongside all eligible students in England, Wales, Northern Ireland and participating institutions in Scotland. The NSS asks students to reflect on their undergraduate experience as a whole and to indicate their level of satisfaction with regard to the:
- Teaching on their course
- Assessment and feedback
- Academic support
- Organisation and management
- Learning resources
- Personal development
- Overall satisfaction
- Students' Union

The NSS is administered by Ipsos-MORI, an independent market research agency, on behalf of the Higher Education Funding Council for England. Satisfaction score are published annually in the public domain (unistats.com) and prospective students and their advisors are encouraged to view a range of comparative data on this site to help inform their final selection.

Further information is available at westminster.ac.uk/studentsurveys

6   WHAT TO DO IF THINGS GO WRONG

6.1   Mitigating Circumstances (MCs)

If illness or other unforeseen circumstances unavoidably prevent you from completing your assessed work, or submitting it on time, you can submit an application for Mitigating Circumstances (MCs) to be taken into consideration. If your MC claim is accepted, it will result in one of the following outcomes;

- Your original mark will be reinstated (for late work submitted up to 10 working days after the published deadlines);
- You will be offered an opportunity to sit the assessment without penalty at the next available opportunity as a Deferral (in cases where you have missed an assessment entirely).

The University operates a fit-to-sit policy for assessment. This means that if you submit a piece of coursework or attend an exam or other time-limited assessment, you are deemed to have declared yourself fit to attempt the assessment and must accept the result of the assessment.
If you have missed a significant part of your studies due to ill health or other personal problems, you must speak to your Course Leader and Personal Tutor, to discuss whether you should suspend studies or request deferrals for either the individual assessments, or entire modules. If you do so it is very important that you seek advice from a Student Advisor in the Counselling and Advice service, as suspension of studies may have a serious impact on your student funding.

If you are taken ill during an examination, you must notify the invigilator of the reason for leaving the examination and you must go to your doctor, or an A&E unit (in more serious cases), to obtain a diagnosis, which you will need when you submit your MC claim.

If you miss an assessment or submit work late, you should submit an application in writing using a Mitigating Circumstances claim form to your Faculty Registry, supported by original documentary evidence (e.g. a medical certificate), at the earliest available opportunity.

MC claims will be considered, when submitted, by at least two members of the Faculty Mitigating Circumstances Board. It is in your best interests to submit your claim as quickly as possible, normally within one month of the circumstances occurring, as you will receive a decision on your claim much earlier and will be in a better position to plan your studies for the remainder of the year. **A claim of mitigating circumstances should be submitted as close as possible to the deadline of the piece of assessment in question** (see Section 11 of the *Handbook of Academic Regulations)*. A Faculty Mitigating Circumstances Board will meet at least twice a year in order to review decisions made to ensure consistency. Please note that retrospective claims will not normally be considered, especially in cases where the claim is being made after the release of the results for the assessment in question.

If you do submit an MC claim, you should not assume that it is necessarily going to be accepted; it is your responsibility to make sure that you complete all assessment requirements in a module as far as possible.

It is very important that you read Section 11 of the *Handbook of Academic Regulations*, on Mitigating Circumstances, to find out what to do if you miss the deadline for any piece of work; in most cases, it is crucial that you submit the work or participate in the assessment as soon as you possibly can. Late work will not normally be accepted if it is received more than ten working days after the original coursework deadline. If other students have already had their marked work returned, the same assignment cannot be marked once submitted late.

Your MC claim will be considered and a decision made by at least two members of the Mitigating Circumstances Board. The Mitigating Circumstances Board's decision will normally be communicated to you by email within five working days of the MC claim being submitted (please note during busy periods a response may be communicated up to ten days from the MC claim being submitted) . It is your responsibility to obtain the outcome of your mitigating circumstances claim. This decision is later communicated to the Subject Board, which meets at the end of the year to formally ratify all of the results for your course.

The University-wide criteria by which claims will be judged are standardised for reasons of fairness and these are published in detail in Section 11 of the *Handbook of Academic Regulations*, which you should read before submitting any claim. The criteria for acceptance or rejection of an MC claim reflect work-based standards of conduct and performance, and only those circumstances which are demonstrably serious and likely to have affected your academic performance will be considered.

More information, including the forms and academic regulations governing Mitigating Circumstances, is available at westminster.ac.uk/mitigating-circumstances.

University regulations governing Mitigating Circumstances are detailed within Section 11 of the Handbook of Academic Regulations: westminster.ac.uk/academic-regulations

6.2   Penalties for late submission of coursework

The University operates a two-tier penalty system for late submission of coursework and in-module assessment. This regulation applies to all students registered for an award irrespective of their level of study. All University coursework deadlines are scheduled between Monday and Thursday inclusive. Where possible, the submission day will coincide with the day the module classes are normally taught. However, the University does not allow submission deadlines to be set for Fridays.

If you submit your coursework late but within 24 hours of the specified deadline, 10% of the overall marks available for that element of assessment

(i.e. 10%) will be deducted, as a penalty for late submission, except for work which obtains a mark in the range 40 – 49%, in which case the mark will be capped at the pass mark (40%).

If you submit your coursework more than 24 hours after the specified deadline, you will be given a mark of zero for the work in question.

Late work and any claim of Mitigating Circumstances relating to coursework must be submitted at the earliest opportunity to ensure as far as possible that the work can still be marked. You will normally have the right to submit coursework 10 working days after the original deadline. Once the work of other students has been marked and returned, late submissions of that same piece of work cannot be assessed.

University regulations governing coursework submission and deadlines are detailed within Section 6 of the Handbook of Academic Regulations: westminster.ac.uk/academic-regulations

6.3   What to do if you fail

All module results, once approved by an Assessment Board, are published on SRS Web. If you have failed a module and/or your module status on SRS Webs states refer, retake or condoned credit you should contact your Faculty Registry Office for advice on what to do next. A list of the commonly used assessment and regulatory terms is available in **Appendix 2** of this handbook

It is important to be aware that the University has regulations and procedures in place in the case of failure in both a module and in individual module elements. Regulations governing module failure are detailed in Section 17: Framework for Undergraduate Taught Courses available at westminster.ac.uk/academic-regulations.

6.4   Suspending from the course

Students may suspend their studies on a course for a period of one academic year. If you find yourself in a position where you need to suspend your studies there are a number of things that you must do:
- discuss your suspension from studies and gain approval from your Course Leader;
- seek guidance from the Student Advice Service (westminster.ac.uk/advice) on the implications of the proposed suspension, including University fees, funding and visas.
- complete and submit the Discontinuation of Studies form, available at westminster.ac.uk/suspending-or-withdrawing; and
- inform the Faculty Registry of the decision in writing and submit your completed Discontinuation of Studies form;

You need to make sure you are aware of any financial implications your decision might have and bear in mind the maximum periods of registration for the course.

Please note that the Faculty Registry will inform Student Finance England about your withdrawal from the course. If you are a student on a visa sponsored by the University and suspend from studies, the University will be obliged to inform the Home Office.

University regulations governing suspension of studies are detailed within Section 17 of the Handbook of Academic Regulations: westminster.ac.uk/academic-regulations.

6.5   Withdrawing from the Course

If you decide to withdraw from the course, there are a number of things that you must do:
- discuss your suspension from studies and gain approval from your Course Leader;
- seek guidance from the Student Advice Service (westminster.ac.uk/advice) on the implications of the proposed suspension, including University fees, funding and visas.
- complete and submit the Discontinuation of Studies form, available at westminster.ac.uk/suspending-or-withdrawing; and
- inform the Faculty Registry of the decision in writing and submit your completed Discontinuation of Studies form;

You need to make sure you are aware of any financial implications your decision might have as you may be liable for the payment of the full tuition fee for that semester/academic year.

Please note that the Faculty Registry will inform Student Finance England about your withdrawal from the course. If you are a student on a visa sponsored by the University and withdraw from studies, the University will be obliged to inform the Home Office.

University regulations governing the withdrawal from a course are detailed within Section 17 of the Handbook of Academic Regulations: westminster.ac.uk/academic-regulations.

6.6   Changing Course

If you want to transfer from one course to another within the University, you must do so within the first two weeks of commencing your studies, or at the end of the academic year. In addition, you must also:
- discuss and gain the approval of the Course Leader for the current programme and the Course Leader for their new programme;
- seek guidance from the Student Advice Service (westminster.ac.uk/advice) on the implications of the proposed suspension, including University fees, funding and visas; and
- complete and submit the Internal Course Transfer form, available at westminster.ac.uk/forms;

It is then your responsibility to ensure that you have obtained the full agreement from both your current and the new Course Leader and completed

the standard form. This process must be completed *before* changing course. There is no guarantee that once you have been accepted onto one course at the University that you will be able to transfer to another.

If you want to transfer from one course to another at another institution, in addition to the above you must gain the approval of the Course Leader for the current programme and secure a place at the new institution and chosen programme of study.

 Please contact the Faculty Registry for further information.

6.7 Complaints procedure

The University works hard to provide a high quality service to you at all times and in all areas and activities. However, if you ever feel that the standard of academic or service delivery falls short of what may reasonably be expected, you should refer to the Student Complaints Procedure to find out how best to raise and resolve issues. You will find information on the procedure for making complaints at westminster.ac.uk/student-complaints

You should note that these are time limits for making complaints and we would encourage you to raise any concerns as early as possible. It is often easier to achieve a successful resolution if concerns are missed earlier rather than later.

E: studentcomplaints@westminster.ac.uk

7   COURSE REGULATIONS

7.1   How your degree is classified

Where a student has met all of the requirements for award, an indicator score will be calculated. This indicator score will be used to determine the student's degree classification.

The indicator score will be derived from the best 220 credits at Levels 5 and 6, i.e. the module with the lowest mark, whether it be at Level 5 or Level 6, will be disregarded. Where that module has a credit volume of more than 20 credits, for the purpose of calculating the award the mark will be used but with a reduced credit volume, e.g. where that module is a 40 credit module, the mark shall be used but the module shall be regarded as a 20 credit module.

Where there are two or more modules with a joint lowest mark, and those modules are at both Levels 5 and 6, the Level 6 module shall be disregarded.

Of the best 220 credits, module marks at Level 5 will be weighted one third, and module marks at Level 6 will be weighted two thirds. Marks will be also weighted according to module credit volume, such that:

$$\text{Indicator Score} = \frac{1}{3} \times \frac{\text{sum (L5 module mark} * \text{credit volume of that module)}}{\text{sum (level 5 credit volume)}} + \frac{2}{3} \times \frac{\text{sum (L6 module mark} * \text{credit volume of that module)}}{\text{sum (level 6 credit volume)}}$$

Module marks at Levels 3 and 4 shall not contribute to the degree classification.

Where, as a result of Credit Transfer or RPCL/RPEL, a student does not have any Level 5 credits, the Level 6 credits will be weighted 100%. All Level 6 credits will be used; none will be disregarded.

The indicator score shall be rounded to the nearest integer and mapped to the following table to derive a classification:

Indicator score	Classification
70 – 100	1st Class Honours (1)
60 – 69	2nd Class Honours Upper Division (2:i)
50 – 59	2nd Class Honours Lower Division (2:ii)
40 – 49	3rd Class Honours (3)

7.2 Intermediate awards

Students who are unable or do not wish to complete the BA (Hons) English and Linguistics, may be eligible to claim an intermediate award as described below. If a student plans (for whatever reason) to leave the course for which they are registered and therefore wants to claim an intermediate award, they must notify the relevant Faculty Registry in writing. The University will then confer any intermediate award for which they are eligible at the next available opportunity. A student shall not normally be allowed to claim more than one award within the same undergraduate course scheme.

7.2.1 BA English and Linguistics

To be eligible for the award of an unclassified 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 credits in each of the remaining modules worth 45 credits; and
  - passed a minimum of 180 credits at Level 5 or higher, of which at least 60 credits must be at Level 6; and
  - 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 who has achieved an indicator score of between 60 and 69 and has passed all modules at the first attempt.
  - a **Non-Honours degree with Distinction** to a student who has achieved an indicator score of at least 70, and has passed all modules at the first attempt.

7.2.2 Diploma of Higher Education (DipHE) in English and Linguistics

To be eligible 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 credits in each of the remaining modules worth 45 credits;
  - passed 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 in Higher Education with Merit** to a student who has achieved an indicator score of between 60 and 69 and has passed all modules at the first attempt.
  - a **Diploma of Higher Education with Distinction** to a student who has achieved an indicator score of at least 70, and has passed all modules at the first attempt.

7.2.3 Certificate of Higher Education (CertHE) in English and Linguistics

To qualify for the award of a **Certificate of Higher Education**, a student must have:
  - a minimum of 120 credits at level 4 or higher, including 75 credits passed and at least a condoned credits in each of the remaining modules worth 45 credits;
  - 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 who has achieved an indicator score of between 60 and 69, and has passed all modules at the first attempt;
  - a **Certificate of Higher Education with Distinction** to a student who has achieved an indicator score of at least 70, and has passed all modules at the first attempt.

7.3 Maximum periods of registration

The University normally expects a student to complete their award within the following maximum periods of registration (in years) including any period of suspension of studies.

	Full-time Study	Part-time Study
Cert HE	3	5
Dip HE	5	6
Degree	6	8
Honours degree	6	8
Degree/Honours degree incl. placement/year abroad	7	9

If a student is following a mixed mode programme of (part-time and full-time study), the maximum period of registration will apply as if they were studying part time.

7.4 Exclusion from the programme of study on academic grounds

In certain circumstances, usually where students have failed a significant proportion of modules attempted, a student may be excluded from their course on academic grounds. Please refer to the *Framework for Undergraduate Taught Courses* published in the current *Handbook of Academic Regulations* for further details. This is available on the Academic Services Department website westminster.ac.uk/academic-regulations.

8 YOUR RIGHTS AND RESPONSIBILITIES AS A STUDENT

The University's Essential Westminster student guide is available at westminster.ac.uk/essential-westminster. This includes information on your rights and responsibilities as a student of the University of Westminster and it is important that you make yourself aware of these rights and responsibilities.

The University's rules and regulations are published in the interests of fairness, consistency and transparency. Your signature on the enrolment form signifies that you undertake to abide by the University's regulations. It is therefore important that you take the time to read and understand them. The University Handbook of Academic Regulations is available at westminster.ac.uk/academic-regulations.

9 MODULE PROFORMAS

Module proformas giving an outline of the content and preliminary reading are presented in the relevant Subject Set Handbooks which are available at the Blackboard site **MY COURSE: ugenglish** (this will be on your Blackboard homepage).

Modules with the code 1ENL are in the English Literature Set Handbook.

Modules with the code 1CRW are in the Creative Writing Set Handbook.

Modules with the code 1LIN are in the Linguistics Set Handbook.

Modules with the codes 1ELG, SELG or 1LLT are in the English Language Set Handbook.

APPENDIX 1: University services for students

The following links will provide further information about the University and how it can support you throughout your studies and also your rights and responsibilities you have as a student at the University of Westminster.
Information of current students
westminster.ac.uk/students

1.1   **Career Development Centre**
      This service can help you plan your future by providing quality information, advice and guidance on the options to consider when you leave the University of Westminster. We also provide initiatives to help you gain experience and connect you with industry contacts while you study. Information is available on work placements, graduate work, internships, part-time work during your studies and volunteering opportunities within charities.

      You may use the service at any stage but we advise you to make contact early on in your course. You have access via our website to our Jobs and Events system, which is called Engage, where you will find part-time work, graduate vacancies, volunteering and internships. We also have a range of takeaway information in the Student Affairs Hub at 101 New Cavendish Street (1st Floor), as well as computers for use in your job search.

      For further information, visit westminster.ac.uk/careers

1.2   **Counselling**
      Confidential counselling is available to all students on personal and emotional matters, including study-related anxieties, relationship difficulties, stress and mental health concerns. Both individual and group counselling is available.

      Throughout the year, there are workshops and events organised on issues of concern to support you. There is also a mentoring programme available to support those students who have long-term mental health problems.

      Counselling is available in central London (Marylebone Campus – Luxborough Suite) and Harrow campus (Student Affairs Office). For further information, visit westminster.ac.uk/counselling

      E: counselling@westminster.ac.uk

1.3   **Student Advice**
      This service is provided in central London throughout the year and at Harrow during term-time. A team of specialist Student Advisers provides a range of information and advice on practical and financial issues, including those relating to:
      ▪ Student Finance entitlement for UK and EU students
      ▪ Tuition fee status
      ▪ Social security benefits
      ▪ Tax and national insurance

- Council Tax liability (your Registry Office will provide your Council Tax Exemption Certificate)
- Suspending, withdrawing or changing course – effects on funding and fee liability
- Visas and work in the UK. It is very important that you get advice about your visa before you make any application to the Home Office.

Financial Capability Adviser
A specialist financial capability adviser is available to offer guidance on managing your money and avoiding or dealing with debt.

Care Leavers' Support
For those students who have been in care (Local Authority/public care, foster care, semi-independent living or residential care homes) individual additional support is available.

The University was awarded the Buttle Trust Quality Mark which means we are committed to offering extra support including financial help, priority over student accommodation and all year round accommodation, additional tutorials and counselling.

T: +44 (0)20 7911 5000 ext. 66899/66080
E: counselling@westminster.ac.uk
        studentadvice@westminster.ac.uk

Student Advice Contact Information

Student Affairs Hub
First Floor
101 New Cavendish Street
London W1W 6XH
Tel: +44 (0)20 7911 5000 Ext. 66080

Student Affairs Office
Harrow (term-time only)
Maria Hewlett Building
Watford Road, Northwick Park
Harrow HA1 3TP
Tel: +44 (0)20 7911 5000 Ext. 68229

E: studentadvice@westminster.ac.uk

1.4   **Student Accommodation**
The Student Accommodation team can give you free help and advice on finding a suitable place to live, as well as help you apply for a place in our halls. For further information, visit westminster.ac.uk/housing

1.5   **International Study and Support**
For further information, visit westminster.ac.uk/international

1.6 **Student Health Services**

Our nurse-run health service provides urgent treatment and advice on most ailments and injures during University hours each semester. The team also provides help and guidance relating to disabilities and chronic conditions, taking a holistic approach that engages mind, body and spirit. For further information, visit westminster.ac.uk/student-health

Central London
(Term Time Only)
Marylebone Campus
35 Marylebone Road
London NW1 5LS
T: +44 (0)20 7911 5186
M: +44 (0)7804 622 236

Harrow Campus
(Term Time Only)
EG5, Maria Hewlett Building
Watford Road, Northwick Park
Harrow HA1 3TP
T: +44 (0)20 7911 5000 Ext: 68224
M: +44 (0)7879 377 365

E: student-health@westminster.ac.uk

APPENDIX 2: Glossary of commonly used regulatory terms (UG)

All students should make sure that they access, for reference, the current edition of the Handbook of Academic Regulations, which is available at westminster.ac.uk/academic-regulations. The following glossary should be read in conjunction with Section 17: Framework for Undergraduate Taught Courses of the Handbook of Academic Regulations.

2.1   **Attempt**
        To register for a module and not withdraw from that module, or course by the deadlines specified within the University Calendar. Critically, if a student decides to withdraw from a module or their course but does not complete the necessary notification forms by the due date they will be deemed to have failed the module ie to have used up one attempt and the associated modular credits. Therefore, particular care should be taken to ensure that a Change of Module Registration form is completed before the published deadline, and/or that written notification of withdrawal from the course is provided before the Subject Board meets to consider the results of the module for that semester.

2.2   **Pass**
        The overall pass mark for all undergraduate level modules is 40%; with at least 30% in the final assessment and any qualifying marks and/or sets achieved. Qualifying marks and/or sets will be stated in the module pro forma and/or award specific regulations and students should be notified of these requirements within two weeks of the start of the module. A module may include both coursework and examination elements of assessment. The validated Course Handbook and the detailed module guidance must specify the type of assessment for each module and the weighting of these elements.

2.3   **Qualifying Mark(s) for Assessment**
        The minimum mark required in any element of assessment, or group of assessments known as a 'set'. A qualifying mark is required in addition to achieving the module pass requirements (see 'Pass' above).
        Please note that each **final** module assessment carries a qualifying mark of at least 30% as standard across the University.

2.4   **Condoned Credit**
        The term 'Condoned Credit' relates solely to undergraduate modules at Levels 3 and 4 and can only be awarded to a student who has met the referral threshold (see Refer/Referral/Referred) and attempted all of the referral assessments offered to them by an Assessment Board.

        A result of Condoned Credit means that although the student has failed the module overall they have broadly achieved the learning outcomes for the module, such that the academic credits can be counted towards the total needed for an academic award within the course scheme in which they are registered. These credits are defined formally as Condoned Credits, and the module can fulfil the pre-requisite requirements of a module at the next level, except where course specific regulations require the pre-requisited module to be passed.

Undergraduate modular course regulations allow the equivalent of **modules worth no more than 45 credits at Levels 3 and 4** to be 'Condoned' for the purposes of progression and to count towards an Honours degree. However, some course specific regulations state that certain modules (e.g. cores) must be passed with an overall mark of at least 40% in order to meet course specific regulations.

Modules for which a 'condoned' result is recorded will remain on a student's profile and transcript.

2.5 **Fail**

If the overall module mark is less than or equal to 39% the student has failed the module even if some elements of assessment reached or exceeded the pass mark. (See Section 17: Framework for Undergraduate Taught Courses in the Handbook of Academic Regulations for details on action in the case of failure: westminster.ac.uk/academic-regulations.)

2.6 **Re-assessment/Referral**

If a student fails to achieve an overall pass in a module and/or failed to achieve the qualifying mark/set within a module, as detailed in the module handbook, a Subject Board may decide, at its discretion, to allow the student to be referred (to resubmit coursework or resit exams for part or all of the module) provided that they have achieved an overall module mark of greater than or equal to 30%. The Subject Board will specify the date for referred work in accordance with the approved University Calendar: westminster.ac.uk/university-calendar. A student will not normally be referred in a part of the module assessment in which they have already achieved the pass mark.

Any student who is offered a referral(s) but who does not take up the offer will retain the failed mark originally recorded, **will not be eligible** for a condoned credit and therefore required to retake the module. The mark for any **element of assessment** within a module, successfully completed following a referral, will be capped at the pass mark (40% for undergraduate modules) irrespective of the actual mark the student achieves.

The term **refer** is used on student transcripts and profiles to indicate that a Subject Board has agreed to offer the student the opportunity of a referral (reassessment) in a module.

2.7 **Re-attempt/Retake**

Where a student has failed a module, the Subject Board may permit the student to retake the module. Retaking a module means to study the module again with attendance and payment of the module fee. The student must re-register for the module and complete all assessments (e.g. all coursework, practicals, in-class tests, critical reviews of studio work, examinations or other form of assessment requirements). This applies regardless of the marks the student achieved in any element of assessment at the first attempt.
The overall module mark for a successfully completed retake module be capped at the pass mark (40%) irrespective of the marks achieved.

Modules may be attempted only twice (ie a first attempt and a subsequent retake).

For the purposes of counting the number of credits that have been attempted towards the award of an Honours degree, a student must not have attempted more than 330 credits at Credit Levels 5 and 6 (Framework for Undergraduate Taught Courses). A first attempt of any module will count as an attempt, and a retake will count as a further separate attempt. However, a referral following failure at the first attempt does not count as a further separate attempt.

For example, if a student is referred in a 15 credit module following failure at the first attempt, then the first attempt and the referral will count as 15 credits attempted (in total). If a student then retakes a 15 credit module following failure in that module at the first attempt, the first attempt and the re-retake shall together count as 30 credits attempted (irrespective of any referrals).

2.8   **Differences between Refer (Re-assessment/Referral) and Retake**
A student being referred in a module would not normally need to repeat elements of the assessment for the module that had already been passed. A student retaking a module must complete the full assessment requirements irrespective of marks achieved at the first attempt in individual elements of the assessment.

A student being referred in a module would only be required to undertake assessment offered to them by an Assessment Board and would not have to pay the module fee again. A student retaking a module would have to repeat the whole module with attendance and would have to pay the full module fee again.

A referral does not count as a further separate attempt for the regulations governing the maximum number of credits that can be attempted for an Honours degree (330 credits at Credit Levels 5 and 6, Framework for Undergraduate Taught Courses). A retake does count as a further attempt for these purposes.

A module being referred in the following academic year will not count towards the number of credits being attempted in any one session in terms of the overall number of credits for which a full-time or part-time student may register in any academic session (i.e. 135 credits for full-time and 90 credits for part-time students at undergraduate level). A module being retaken (with attendance) in the following session will be counted in this way.

2.9   **Deferral**
This term is used on student transcripts and profiles to indicate that a student has been granted permission for a late assessment by a given date (this will usually be as a result of a successful outcome of a student's Mitigating Circumstances submission). In the case of a deferred assessment, the student will be awarded the actual mark achieved (i.e. there is no penalty and the mark is not capped). Deferral coursework and examination opportunities

are detailed in the Academic Calendar: westminster.ac.uk/university-calendar. For further details please contact your Faculty Registry.

2.10 **Pre-requisite**
Students may have to have achieved a condoned credit at Level 4 or pass a certain module before they can study another. In this case the first module is defined as "pre-requisite" for the second module. Unless the course specific regulations require a pass in the pre-requisited module, a condoned result will suffice.

2.11 **Co-requisite**
Modules may be linked in such a way that a student is required to attempt one module at the same time as another, in which case the two modules are defined as "co-requisites" for each other.

2.12 **Dis-requisites (or restricted)**
Modules may be linked in such a way that registration for a particular module may not be permitted if a student is currently studying or has previously studied a module with a similar syllabus which has been designated as a dis-requisite, or which has approved access restrictions.

2.13 **Student Module Profile**
Students can access a student module profile via SRSWeb. This shows the module(s) for which they are registered, module results for modules which they have attempted and re-assessment opportunities, where applicable; as well as results for previous academic sessions. Notes to accompany this are available via SRSWeb and the Faculty Registry.

2.14 **Transcript**
A transcript is issued upon completion of a course. It is the University's formal record of achievement of modules passed or condoned, percentage marks and total number of credits awarded to a student. It also confirms the level, title and classification of the final award. Students can request a transcript either to give to an employer, or an admissions tutor for a programme of further study, or for the purposes of credit transfer.

2.15 **The Higher Education Achievement Report (HEAR)**
The HEAR is a formal degree transcript that provides a full record of your University achievements, both academic and extra-curricular. All undergraduate students from 2015/16 onwards will be eligible for a HEAR. If you started your undergraduate studies in September 2014 or later, your transcript will form part of your HEAR.

Your HEAR can be accessed online while you're studying or after you've graduated and are applying for employment or further study. It means that you get recognition for your achievements and participation in University life outside the formal curriculum.

By showing not only your module marks and degree classification but also your time spent studying abroad, your prizes and awards, volunteering activity

and more, it will help to present a much more rounded view of how you spent your time at Westminster to potential employers.

Read more at westminster.ac.uk/hear

APPENDIX 3: Levels 5 and 6

3.1   Course structure – Core and Option modules available at levels 5 and 6

The structure and content of the Combination courses are changing in 2016-17. This allows for a complete updating and refreshment of teaching and the modes in which you can engage with the course. Current level 4 students will therefore be starting the brand new modules next year.

In each subject area there will be obligatory modules covering core aspects of the subject discipline, with a choice of option modules allowing you to pursue additional areas of interest. The topics in each discipline partly reflect the requirements of the subject benchmark requirements and partly reflect topics and areas in which our department has gained international recognition for its research. Nothing is being taken away from the old degree at levels 5 and 6, rather, we are introducing a greater element of choice. In English Language and Linguistics, this is partly achieved by merging the two disciplines to present a wider array of choice, and partly by introducing the study of Pragmatics (how Language is used in everyday situations), a greater focus on Literary Linguistics, Creole language study and issues related to language in contact generally. In Creative Writing, the core focus on developing your breadth of skills in prose fiction, poetry and play writing remains, with a greater emphasis on visiting speaker workshops and seminars as part of the Westminster Creative Writing Series. Similarly in English Literature, the most popular and important topics – the nineteenth century, the novel, modernism, tragedy and so on – will remain, with exciting new topics reflecting the latest developments in literary study.

In all subject areas, we are introducing tutorials at level 5. This will give you a learning experience tailored to your strengths and to your needs as you progress through your second year.

The new modules for each new degree combination are listed below. Modules will be worth 20 or 40 credits at levels 5 and 6 instead of the current 15 or 30 credit modules you are studying at level 4. You will still be studying 120 credits at each level, however, so your overall number of modules will be fewer than at level 4. This is to reduce the amount of assessment, and to allow a greater freedom of focus within the modules. There may be some variation in title as we develop these modules during 2015/16. You will receive full details about these modules ready for the Module Choice meetings in March 2016.

English Literature combined with Language/Linguistics

Credit Level 5				
Code	Module title	Status	UK cr	ECTS
	The Novel	Core/Option	40	20
	Lang/Lit Tutorial 2	Core	0	0
	The Nineteenth Century	Core/Option	40	20
	History and Discourse	Core	40	20
	Literary Linguistics	Option	20	10
	Child Language Acquisition	Option	20	10
	Writing Revolutions	Option	20	10
	Travel Sickness	Option	20	10
	Making Memory	Option	20	10
	Monsters	Option	20	10
	Elective	Elective	20	10
Award of Diploma of Higher Education available				

Credit Level 6				
Code	Module title	Status	UK cr	ECTS
	Lang/Lit Dissertation	Core	20	10
	Studies in Literary Language	Option	20	10
	Language Contact and Change	Option	20	10
	Language and Power	Option	20	10
	Language Form	Option	20	10
	Applied Language Studies	Option	20	10
	Professional Experience and Development	Option	20	10
	Modernism	Option	40	20
	Tragedy	Option	20	10
	What is the Contemporary ?	Option	20	10
	Issues in Theory	Option	20	10
	Satire, Morality and the City	Option	20	10
	Special Topic	Option	20	10
	Elective	Elective	20	10
Award of BA available, Award of BA Honours available.				

English Language and Linguistics

Credit Level 5				
Module code	**Module title**	**Status**	**UK credit**	**ECTS**
	Lang/Ling Tutorial 2	Core	20	10
	History and Discourse	Core	40	20
	Literary Linguistics	Option	20	10
	Language Structure and Meaning	Core	40	20
	Child Language Acquisition	Option	20	10
	Elective	Elective	20	10
Award of Diploma of Higher Education or Foundation Degree available				

Credit Level 6				
Module code	**Module title**	**Status**	**UK credit**	**ECTS**
	Lang/Ling Dissertation	Core	20	10
	Studies in Literary Language	Option	20	10
	Language Contact and Change	Option	20	10
	Language and Power	Option	20	10
	Language Form	Option	20	10
	Applied Language Studies	Option	20	10
	Professional Experience and Development	Option	20	10
	Elective	Elective	20	10
Award of BA available **Award of BA Honours available.**				

Creative Writing and English Literature

Code	Module title	Status	UK cr	ECTS
Credit Level 5				
	The Novel	Option/Core	40	20
	The Nineteenth Century	Option/Core	40	20
	Reflective Writing *2 (Writers Seminar Series)*	Core	20	20
	Forms of Writing	Core	40	20
	Writing Revolutions	Option	20	10
	Travel Sickness	Option	20	10
	Making Memory	Option	20	10
	Monsters	Option	20	10
	Writing Life	Option	20	10
	Elective	Elective	20	10
Award of Diploma of Higher Education available				

Code	Module title	Status	UK cr	ECTS
Credit Level 6				
	Writing Project	Core	40	20
	Dissertation	Core	20	10
	Scriptwriting	Option	20	10
	Special Writing Topic	Option	20	10
	Modernism	Option	40	20
	Tragedy	Option	20	10
	What is the Contemporary ?	Option	20	10
	Issues in Theory	Option	20	10
	Satire, Morality and the City	Option	20	10
	Special Topic	Option	20	10
	Elective	Elective	20	10
Award of BA available; Award of BA Honours available				

Creative Writing and English Language/Linguistics

Credit Level 5				
Module code	**Module title**	**Status**	**UK credit**	**ECTS**
	Reflective Writing *2 (Westminster Writers Seminar Series)*	Core	20	10
	History and Discourse	Core	40	20
	Forms of Writing	Core	40	20
	Writing Life	Option	20	10
	Literary Linguistics	Option	20	10
	Child Language Acquisition	Option	20	10
	Westminster Elective	Elective	20	10
Award of Diploma of Higher Education available				

Credit Level 6				
Module code	**Module title**	**Status**	**UK credit**	**ECTS**
	Writing Project *(Westminster Writers Seminar Series)*	Core	40	20
	Special Writing Topic	Option	20	10
	Scriptwriting	Option	20	10
	Studies in Literary Language	Core	20	10
	Language Contact and Change	Option	20	10
	Language and Power	Option	20	10
	Language Form	Option	20	10
	Applied Language Studies	Option	20	10
	Westminster Elective	Elective	20	10
Award of BA available **Award of BA Honours available**				

3.2 Course structure: Pattern of modules at Levels 5 and 6

English Literature and Language

Level 5	
Semester 1	**Semester 2**
Core modules	
History and Discourse (40)	
The Novel (40) **OR** The Nineteenth Century (40)	
Literature & Language Tutorial 2 (0)	
Options: choose two	
Writing Revolutions (20)	Travel Sickness (20)
Making Memory (20)	Ghosts and Monsters (20)
Literary Linguistics (20)	Child Language Acquisition (20)
One WMIN elective may be chosen instead of one option	

Level 6	
Semester 1	**Semester 2**
Core module	
Literature & Language Tutorial Dissertation (20)	
Options in Literature: choose minimum 40 credits from these	
Modernism (40)	
What is the Contemporary? (20)	
Issues in Theory (20)	Special Topic (20)
Satire, Morality and the City (20)	Tragedy (20)
Options in Language: choose minimum 40 credits from these	
Studies in Literary Language (20)	
Language Contact and Change (20)	
Language and Power (20)	
Language Form (20)	
Applied Language Studies (20)	
One WMIN elective or 6ELLN08 Work Experience may be chosen instead of one option	

English Language & Linguistics

Level 5	
Semester 1	**Semester 2**
Core modules	
History and Discourse (40)	
Language Structure and Meaning (40)	
Language & Linguistics Tutorial 2 (20)	
Options: choose one	
Literary Linguistics (20)	Child Language Acquisition (20)
One WMIN elective may be chosen instead of one option	

Level 6	
Semester 1	**Semester 2**
Core module	
Language & Linguistics Dissertation (20)	
Options in Language: choose five	
Studies in Literary Language (20)	
Language Contact and Change (20)	
Language and Power (20)	
Language Form (20)	
Applied Language Studies (20)	
One elective or Professional Experience and Development may be chosen instead of one option	

Creative Writing & English Literature

Level 5	
Semester 1	**Semester 2**
Core modules	
Forms of Writing (40)	
Westminster Writers Seminar Series	
Reflective Writing 2 (20)	
The Novel (40) OR The Nineteenth Century (40)	
Options: choose one	
Writing Revolutions (20)	Travel Sickness (20)
Making Memory (20)	Monsters (20)
Writing Life (20)	
One WMIN elective may be chosen instead of one option	

Level 6	
Semester One	**Semester 2**
Core modules	
Writing Project (40)	
Dissertation (20)	
Westminster Writers Seminar Series	
Options in Literature: choose minimum 20 credits from these	
Modernism (40)	
What is the Contemporary? (20)	
Issues in Theory (20)	Special Topic (20)
Satire, Morality and the City (20)	Tragedy (20)
Creative Writing Options	
Scriptwriting (20)	Special Topic (20)
One WMIN elective or 6ELLN08 Work Experience may be chosen instead of one option	

Creative Writing & English Language

Level 5	
Semester 1	**Semester 2**
Core modules	
History and Discourse (40)	
Forms of Writing (40)	
Reflective Writing 2 (20)	
Westminster Writers Seminar Series	
Options: choose one	
Literary Linguistics (20)	Child Language Acquisition (20)
Writing Life (20)	
One WMIN elective may be chosen instead of one option	

Level 6	
Semester 1	**Semester 2**
Core module	
6CREW01 Writing Project (40)	
Westminster Writers Seminar Series	
6ELLN03 Studies in Literary Language (20)	
Options in Language: choose at least 40 credits	
Language Contact and Change (20)	
Language and Power (20)	
Language Form (20)	
Applied Language Studies (20)	
Options in Creative Writing	
Scriptwriting (20)	Special Writing Topic (20)
One WMIN elective or 6ELLN08 Work Experience may be chosen instead of one option	

3.2 Assessment

As at level 4, there will be a variety of assessments to help your learning, understanding and skills: coursework essays, critical analyses, examinations, presentations, journals, portfolios, dissertation. These have all been re-designed to reinforce your work within and between modules as well as strengthening your knowledge, skills, and independent study initiative. The assessment load has been reduced in order to facilitate depth of engagement with the materials and topics of the modules.

Under the new degree, you will benefit from "formative" work or assessments, which are designed both to help you by giving you feedback on your ongoing studies and to prepare you for the "summative" assessments on which you will be graded. Summative assessments always receive full, written feedback. This will offer clear advice on how you can improve your work as well as explaining the grade given and the strengths and weaknesses of what you have done.

You will also be given "synoptic" assessments which link work on more than one module. These encourage you to demonstrate your deeper and more connected grasp of the subject as a whole.

3.3 Learning Outcomes

English Literature & Language

Level 5 learning outcomes
Upon completion of level 5 you will be able to demonstrate:

L5.1 an increased sense of resourcefulness in relation to your studies, evident in study choices and selection of assessment choices;
L5.2 an ability to use materials and concepts across modules and both disciplines;
L5.3 a more detailed and sophisticated knowledge of at least one of the principle generic literary forms and the features of its language;
L5.4 a knowledge of the features of English at different stages of its history;
L5.5 an ability to utilise literary and linguistic theory in the analysis of various genres of literary and non-literary texts from different periods;
L5.6 developing research skills in the collection and analysis of relevant language data and texts, and the ability to present your analysis in written and spoken formats of a suitably academic register;
L5.7 the ability to use a thematic approach and linguistic analysis beyond classroom discussion and set texts;
L5.8 an active engagement with the development of your own learning through the tutorial system;
L5.9 enhanced study skills, including written and oral expression, and the use of scholarly conventions and handling of sources.

Level 6 learning outcomes
Upon completion of level 6 you will be able to demonstrate:

L6.1 the development of your own specialised interests in literature and the study of the English language;
L6.2 an ability to construct complex and sophisticated arguments in an appropriate academic register across extended written work with fluency, clarity and confidence;
L6.3 a preparation for work or further study in terms of effective time-management, personal organisation and planning;
L6.4 advanced independence of thought and critical judgment;
L6.5 a knowledge and understanding of the most current critical debates in English language and literature and the relation between different theories;
L6.6 an understanding of how texts operate stylistically and the ways in which linguistic choices interact with genre and meaning in literary texts;
L6.7 an advanced reflexivity as evidenced by the ability to understand and use feedback and guidance.
L6.8 an ability to plan and execute a small research project with minimal supervision, involving the collection and analysis of suitable data in compliance with ethical requirements.

English Language & Linguistics

Level 5 learning outcomes
Upon completion of level 5 you will be able to demonstrate:

L5.1   an increased sense of resourcefulness in relation to your studies, evident in study choices and the selection of assessment choices;

L5.2   an ability to use materials, analytic abilities and concepts across modules;

L5.3   a knowledge of the features of English at different stages of its history;

L5.4   an ability to utilise theory in the analysis of discourse, phonology and syntax;

L5.5   an active engagement with the development of your own learning through the tutorial system;

L5.6   enhanced study skills including written and oral expression, the collection and analysis of data, and the use of scholarly conventions and sources;

L5.7   an ability to recognise the ethical issues involved in the collection of reliable data.

L5.8   developing research skills in the collection and analysis of relevant language data and texts, and the ability to present their analysis in written and spoken formats of a suitably academic register.

Level 6 learning outcomes
Upon completion of level 6 you will be able to demonstrate:

L6.1   that you have developed your own specialized interests in sub-disciplines and areas of linguistics and the English language;

L6.2   an ability to construct complex and sophisticated arguments within extended written work with fluency, clarity and confidence;

L6.3   an ability to plan and execute a small research project with minimal supervision, involving the collection and analysis of suitable data in compliance with ethical requirements;

L6.4   advanced independence of thought and critical judgment;

L6.5   an advanced understanding of the nature of theory and the criteria for evaluating theories, explanations and hypotheses;

L6.6   a knowledge and understanding of current critical debates in several areas of linguistics;

L6.7   an advanced reflexivity evidenced by the ability to understand and use feedback and guidance;

L6.8   a preparedness for work or further study in terms of effective time-management, personal organisation and planning.

Creative Writing & English Literature

Level 5 Learning Outcomes
Upon completion of level 5 of this course you will be able to demonstrate:

L5.1 Increased resourcefulness in relation to your studies that is evident in study choices and selection of assessment;
L5.2 an ability to reflect critically on your own work and to use materials, concepts and techniques across modules in both creative and analytic fashion;
L5.3 a detailed and sophisticated knowledge of at least one of the principal generic forms and at least one of the major historical periods of literature;
L5.4 critical understanding of at least three specialised areas of literary study and practice;
L5.5 active engagement with your own learning through the tutorial system and Seminar series; and
L5.6 enhanced study skills, including written and oral expression, use of scholarly conventions and use of sources.

Level 6 Learning Outcomes
Upon completion of level 6 of this course you will be able to demonstrate:

L6.1 The development of your own specialised interests in literary study and practice;
L6.2 ability to write at extended length, both creatively and critically, with fluency, clarity and confidence;
L6.3 advanced independence of thought and critical judgement;
L6.4 knowledge and understanding of current critical debates in the study of English;
L6.5 advanced reflexivity as students, on the evidence of the ability to make the fullest use of feedback and guidance; and
L6.6 preparedness for work or further study.

Creative Writing & English Language

Level 5 Learning Outcomes
Upon completion of level 5 you will be able to demonstrate:

L5.1   increased resourcefulness in relation to your studies that is evident in study choices and selection of assessment;
L5.2   an ability to use materials and concepts across modules;
L5.3   a knowledge of the features of English at different stages of its history;
L5.4   an ability to utilise theory in the analysis of discourse;
L5.5   a good understanding of forms of writing and the ability to use that critical understanding in the creation of texts;
L5.6   enhanced study skills, including written and oral expression, use of scholarly conventions and use of sources; and
L5.7   active engagement with your own learning through the tutorial system.

Level 6 Learning Outcomes
Upon completion of level 6 you will be able to demonstrate:

L6.1   that you have developed specialised critical knowledge in chosen aspects of the English language;
L6.2   confident techniques in the production of creative work;
L6.3   ability to construct complex and sophisticated arguments across extended length with fluency, clarity and confidence;
L6.4   advanced independence of thought and critical and creative judgement;
L6.5   knowledge and understanding of current critical debates in the study of English;
L6.6   advanced reflexivity as students, on the evidence of the ability to make the fullest use of feedback and guidance; and
L6.7   preparedness for work or further study.