

Course record information

Name and level of final award	<ul style="list-style-type: none"> • Bachelor of Science with Honours - Psychology • Bachelor of Science with Honours - Psychology with International Experience • Bachelor of Science with Honours - Psychology with Professional Placement <p>The award is Bologna FQ-EHEA first cycle degree or diploma compatible</p>
Name and level of intermediate awards	<ul style="list-style-type: none"> • Bachelor of Science (BSc) - Psychology • Diploma of Higher Education (Dip HE) - Psychology • Certificate of Higher Education (CertHE) - Psychology
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Central London
Language of delivery and assessment	English
QAA subject benchmarking group(s)	https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-psychology.pdf?sfvrsn=6935c881_13
Professional statutory or regulatory body	This programme is accredited by the British Psychological Society as conferring eligibility for the Graduate Basis for Chartered Membership, provided the minimum standard of a Lower Second Class Honours is achieved, and the empirical project has been passed. This is the first step towards becoming a Chartered Psychologist.
Westminster course title, mode of attendance and standard length	<ul style="list-style-type: none"> • BSc Psychology FT, Full-time, September start - 3 years standard length with an optional year abroad or placement
Valid for cohorts	From 2026/7

Admissions requirements

There are standard minimum entry requirements for all undergraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here: <https://www.westminster.ac.uk/study/undergraduate/how-to-apply>

Recognition of Prior Learning

Applicants with prior certificated or experiential learning at the same level of the qualification for which they wish to apply are advised to visit the following page for further information:

<https://www.westminster.ac.uk/current-students/guides-and-policies/student-matters/recognition-of-prior-learning>

Aims of the programme

The BSc Honours Psychology has been designed to provide you with a broad contemporary education in Psychology within a vibrant global learning environment situated in the heart of London. What you study has been designed to meet the requirements for the Graduate Basis for Chartered Membership (GBC) of the British Psychological Society. This aspect prepares our graduates for postgraduate training on the path to becoming a Chartered Psychologist.

The BSc Honours Psychology has also been designed to offer you the opportunity to follow your own interests through an attractive range of option modules. A distinctive feature of the option modules we offer is that the majority are focussed on professional practice. This provides you not only with a chance to specialise, but also with a better understanding of potential career paths available to you as a graduate psychologist.

Importantly, we do not assume that all our graduates will wish to become a Chartered Psychologist. For this reason, BSc Honours Psychology has also been designed to help you to think creatively and critically, developing the problem solving skills that enable you to apply psychology to address a wide range of personal, professional and societal needs. Relatedly, the degree is designed to equip you with the graduate attributes that are highly sought by employers. Psychology graduates from the University of Westminster have a rich blend of attributes: they are numerate and effective communicators, enterprising in outlook, that are engaged global citizens who can connect their learning to global challenges such as the UN Sustainable Development Goals (SDGs) and critically evaluate emerging technologies like generative artificial intelligence (Gen AI), helping to shape a better future for all.

The BSc Psychology course team is fully committed to the School of Social Sciences Manifesto on diversification and decolonisation of the curriculum:

Our commitment to diversify and decolonise the curriculum and teaching practices in the School of Social Sciences is aimed at challenging prejudices that exist in all societies, celebrating plurality of identities and perspectives, and empowering our students and colleagues to explore their full potential.

This is being implemented with 2 dedicated course level learning outcomes. At the end of your course, you will be able to:

1. Recognise and reflect upon the ethical and social implications of current and historical psychology research and knowledge. In turn, appreciate the value of drawing upon diverse approaches and perspectives in achieving goals.
2. Treat all individuals and cultures with respect and acknowledge the harm that results and has resulted from not doing so. Act as a responsible and compassionate member of local and global communities.

Employment and further study opportunities

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

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

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

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. employability skills. To this end, career development skills are embedded in all courses and opportunities for part-time work, placement and work-related learning activities are widely available to students with a wide range of work experience opportunities, both as part of the formal curriculum as well as through extra-curricular provision. All students undertake the Workplace and Employability module and complete 35 hours of vocational experience in their second year. We have extensive connections with a diverse range of organisations encompassing a variety of settings including Victim Support, various mental health organisations, school settings, hospital settings, and working with specific populations. We are continually striving to add to our list of potential work experience settings for students to explore.

Students who wish to further enhance their employability may choose to take their degree as a 4-year sandwich degree graduating with a BSc Psychology with Professional Placement. This sandwich year is taken at the end of their second year of studies. This sandwich option gives students the opportunity to develop their employability skills over a prolonged period and develop connections with other professionals. Additionally, staff maintain knowledge of labour market trends and employers' requirements, which will inform the service delivered to students. Moreover, staff continue to widen and strengthen University links with employers in all sectors relevant to the curriculum design and encourage their participation in other aspects of the University's career, education and guidance provision. Psychology provides a broad range of skills and thus, career opportunities are very diverse. For example, graduates may pursue careers in: clinical psychology, occupational psychology, forensic psychology, educational psychology, sports psychology, counselling and psychotherapy or academic research. A significant proportion of those who study Psychology obtain postgraduate degrees and/or pursue careers in other fields, e.g. teaching, human resources, advertising and marketing, among others. Students who wish to gain experience of studying abroad over an extended period may choose to take the BSc Psychology with International Experience which students spend a whole academic year studying at partner universities across the globe.

The Psychology BSc Honours aims to create graduates who embody these graduate attributes. In the following list, course learning outcomes that develop these attributes are identified. Our graduates will be distinctive in being:

- **critical thinkers** - employing evidence-based reasoning, possessing deep and expansive knowledge of core domains of psychology, and applying multiple perspectives to psychological issues (L4.01, L4.02, L4.06, L4.07, L5.1, L5.3, L5.4, L6.1, L6.3);
- **creative thinkers** - making connections within and beyond the discipline, recognising distinctive contribution of psychology to real-world issues, and constructing knowledge by framing and developing lines of enquiry (L4.07, L5.2, L5.3, L6.4, L6.7);
- **enterprising in outlook** - tackling problems resiliently and confidently both independently and in groups, reflecting and learning from own performance, with an appreciation of the routes of professional development to psychological practice (L4.04, L5.8, L6.2);
- **numerate, and effective communicators** - reasoning about data, presenting research findings effectively, and able to explain ideas clearly and fluently orally, in writing, and through the creation of artefacts such as posters or campaign materials (L4.03, L4.05, L5.5, L5.6, L5.9, L6.8);
- **global in outlook, and community engaged** – respecting diversity, promoting equality, and showing awareness of cross-cultural variance in psychological constructs (L4.06, L4.10, L5.2, L5.3, L6.8, L6.9);
- **socially, environmentally and ethically aware** – practicing psychology in accordance with ethical codes, behaving with integrity, and aware of the potential application of psychology to the promotion of social justice and environmentally sustainable behaviour (L4.07, L4.10, L5.2, L5.7, L6.6, L6.9);
- the possessor of a qualification **recognised by the British Psychological Society** that confers the Graduate Basis for Chartered Membership, the first step to becoming a Chartered Psychologist (all Learning Outcomes).

What will you be expected to achieve?

Learning outcomes are statements of what successful students have achieved as a result of learning. These are threshold statements of achievement the learning outcomes broadly fall into four categories:

- The overall knowledge and understanding you will gain from your course (KU)
- Graduate attributes are characteristics that you will have developed during the duration of your course (GA)
- Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)
- Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)
- Cognitive Skills, are learning outcomes that help build a conceptual understanding that is necessary to devise and sustain arguments, and/or to solve problems and comment on research.

Level 4 course learning outcomes: upon completion of Level 4 you will be able to:

- L4.01 Describe and explain key concepts and theories across the breadth of five core areas of the discipline: biological, cognitive, developmental and social psychology and individual differences (KU GA)
- L4.02 Identify and discuss basic research methodologies, their strengths and weaknesses, and ethical issues relating to research (KU GA CS)
- L4.03 Conduct and interpret data analysis using basic analytic techniques, and to report the results using conventions of the discipline, with support, grounded by participation in empirical studies (GA PPP)
- L4.04 Work collaboratively on clearly defined tasks (GA KTS)
- L4.05 Communicate ideas clearly and fluently orally, visually, and in writing (GA KTS)
- L4.06 Identify and discuss conceptual and historical issues relating to five core areas of the discipline: individual differences, biological, cognitive, developmental and social psychology (KU GA)
- L4.07 Show evidence-based reasoning to evaluate a claim (GA PPP CS)
- L4.08 Gather information on a given topic, with guidance, using a range of resources, and to use this information with appropriate regard to the quality of the source, and to principles of information usage including plagiarism and copyright issues (KTS CS)
- L4.09 Use statistical analysis software, and productivity tools for writing and for presenting information visually (KTS)
- L4.10 Recognise the role of psychology in the understanding of societal issues across a variety of settings (GA PPP)

Level 5 course learning outcomes: upon completion of Level 5 you will be able to:

- L5.1 Analyse knowledge about selected topics drawn from each of the core areas of the discipline (KU GA CS)
- L5.2 Analyse and apply the contribution of psychology to the understanding of contemporary issues including social justice, gender, diversity and environmental sustainability (KU GA CS)
- L5.3 Employ multiple perspectives to investigate psychological problems and to create connections to aspects of everyday experience (GA PPP CS)
- L5.4 Investigate and evaluate the conceptual and theoretical basis of qualitative, and multi- factorial quantitative research methodologies (KU GA)
- L5.5 Devise, carry out and report the results of both qualitative and quantitative empirical research studies, using a variety of specialist psychological tools, under supervision (GA PPP)
- L5.6 Employ appropriate data analytic techniques, and draw inferences warranted by these analyses (GA PPP)
- L5.7 Apply ethical decision making, respecting codes of ethical conduct, in the planning and execution of psychological research (PPP)
- L5.8 Work collaboratively to a task brief that sets out an aim, without specifying in detail the means of achieving this aim (GA KTS)
- L5.9 Communicate ideas clearly and fluently orally, visually and in writing in a range of formats (PPP KTS)

Additional Year course learning outcomes: upon completion of Additional Year you will be able to:

- IEO.1 Enable personal development by devising a programme of international study that complements the content of the home degree programme and/or develops other interests. (GA PPP KTS)
- IEO.2 Appreciate the challenges and opportunities of studying/ working in an international context. (GA PPP KTS)
- IEO.3 Demonstrate an understanding of, and respect for, the cultural norms and differences of the host country at a societal level as part of an inclusive, global outlook (GA PPP KTS)
- PPO.1 Reflect on your knowledge of the career opportunities available to social sciences graduates in the job market and your personal aptitude for those opportunities. (GA PPP KTS)
- PPO.2 Demonstrate the acquisition of a range of professional, practical and key-transferrable skills relevant to the fields of employment where psychology/counselling and neuroscience graduates are valued. (KU GA PPP KTS)
- PPO.3 Take personal responsibility for directing your own learning and future career making the best use of the opportunities, experiences and people that were available to you during your placement year. (KU GA PPP KTS)

Level 6 course learning outcomes: upon completion of Level 6 you will be able to:

- L6.1 Apply psychological theory and evidence to domains of professional practice (KU GA)
- L6.2 Develop knowledge and understanding of several types of psychological practice that are potential routes of professional development available to graduate psychologists (KU GA)
- L6.3 Consolidate and extend a body of knowledge through independent primary research, under supervision (KU GA)
- L6.4 Design and carry out an independent empirical research project, under supervision (GA PPP CS)
- L6.5 Formulate and assess hypotheses and research questions (PPP)
- L6.6 Evaluate and mitigate ethical issues relating to an independent research project (GA PPP)
- L6.7 Specify and critique lines of enquiry (GA KTS CS)
- L6.8 Adapt communication style in order to communicate ideas clearly and fluently to diverse audiences independently or in groups (GA KTS)
- L6.9 Synthesise distinctive contributions of psychology to real-life issues, by making connections and evidenced-based recommendations within and beyond the discipline (GA PPP)

How will you learn?

Learning methods

How will you learn?

The course has been designed to enable you to develop deep and expansive knowledge about psychology, along with the tools with which to apply this knowledge to real-life. Your first year of study (level 4) provides a broad foundation to the discipline, and supports your transition into higher education by facilitating the development of the subject specific and key transferable skills that will be important during your degree and beyond. Your second year (level 5) will enable you to deepen your understanding of the discipline through integrating multiple perspectives. You will also have the opportunity in your second year to obtain practical psychology based work experience. In your final year (level 6), the focus is on applying psychological knowledge to complex real-world problems, that include the sorts of issues dealt with in professional practice. We are also committed to decolonising our psychology curriculum to help ensure what we teach and how we assess is diverse and inclusive.

An important feature of how you will learn on BSc honours Psychology is a focus on active, and often collaborative, learning through project work. This includes carrying out research practicals, allowing you to engage first hand with practice and the knowledge base of our discipline. It also includes other kinds of enquiry based learning, in which you learn through tackling realistic problems similar to those faced by a practicing psychologist.

Teaching methods

You will be taught in a wide variety of settings. Lectures are used to impart core knowledge, introduce theoretical concepts, and to delineate the syllabus being studied. Seminars will enrich your learning in smaller groups through discussion, or through participation in other activities. Practical classes and laboratory workshops allow you to experience research first hand, working collaboratively to collect and interpret data. Technology is used to enhance learning: You will make extensive use of Blackboard, our virtual learning environment. Your experience will be further enriched by online learning activities both synchronous (live) and asynchronous. There will also be opportunities

for museum visits, research participation, concert attendance, laboratory demonstrations, and work-based learning.

Learning Communities

As a student on the BSc Psychology course we hope that your experience is one of belonging to a learning community where you have an active role in the development of your knowledge and understanding. A learning community is one where your study takes place in a social context. We provide an environment for community-based learning in several ways, including participation in course committee meetings where you have the opportunity to continue to develop the course through communication and collaboration with both staff and your fellow students. We are also keen to expand the learning environment beyond the walls of the University. This includes harnessing other resources and media for the purposes of learning, e.g. visits to other institutions, museums, the cinema and the theatre, as well as encouraging students to gain relevant work experience through the work experience module.

Research, Inquiry and Practice

Learning informed through research and inquiry is an important focus of the course. This is reflected in the research methods modules and the final-year research project, and the opportunity to prepare literature and critical reviews as part of the assessment process. This approach to learning and an emphasis on working both ethically and professionally is augmented further by our engagement with the British Psychological Society.

Inclusivity and Flexibility

The BSc Psychology and Counselling course offers an inclusive curriculum that takes into account the requirements and expectations of the diverse learning backgrounds of the students who study at Westminster. Issues of diversity, difference and inclusivity are embedded in the course modules, where we consider closely, for example, working as a therapist in a multi-cultural community and working with people from diverse backgrounds.

Sustainable Development Goals (SDGs)

As part of our commitment to developing socially and environmentally aware graduates, the BSc Psychology programme actively encourages students to connect their learning to the United Nations Sustainable Development Goals (SDGs). Through modules and assessments, students will be supported to explore how psychological and counselling knowledge can contribute to addressing global challenges such as good health and well-being (SDG 3), quality education (SDG 4), reduced inequalities (SDG 10), and peace, justice and strong institutions (SDG 16). This approach fosters critical reflection on the societal impact of psychological practice and encourages students to become agents of positive change in both local and global contexts.

Technology and Infrastructure

The Psychology subject area provides excellent technical facilities for students to enhance and advance their learning experience. This includes state-of-the-art psychophysiological tools such as EEG, eye-tracking and electrodermal activity measurement equipment, and research/ practice labs that will provide an excellent environment for students to engage in active learning exercises.

Assessment methods

How will you be assessed?

The course offers a variety of assessment to students which aim to provide a reliable and valid measure of the knowledge that you have acquired and the skills that you have developed. We use a blend of assignments which do not overly rely on end of year examinations. Our assessments have been designed to assess the diverse range of skills and knowledge acquired on BSc honours Psychology. These encompass traditional academic assessments, such as exams, essays, scientific reports, and presentations as well as assignments designed to resemble authentic real-world tasks that you might encounter in your professional life, such as designing a health promotion leaflet based on psychological evidence. Other assessments, including in-class tests and multiple choice questions, are used to assess factual recall of information.

Some modules assess learning outcomes from another module (called 'synoptic assessment'). This allows you to demonstrate that you understand the bigger picture, by drawing connections between what you have learned on different modules. Some of the research projects you will carry out use synoptic assessment in this way to encourage you to make connections between the study of research methodology, and the core knowledge base of the discipline, thus allowing you to experience first-hand how knowledge derives from research.

In line with the programme's commitment to preparing graduates for the contemporary workplace, some assessments are designed to encourage critical reflection on the use of emerging technologies, including AI, in psychological contexts.

We strive to ensure that you are assessed fairly. Clear assessment criteria are set out in module documents that are explicitly linked to what we set out to teach you - the module Learning Outcomes. This means that you will know in advance what is required to do well. The feedback you receive on coursework assignments relates back to these assessment criteria, so that you understand how the mark awarded was determined.

Modules also incorporate formative assessments that provide you with useful feedback on how you are doing, serving to allow you to prepare for the assessments that count. As such, formative assessments are an important and integrated aspect of the teaching and learning methods we employ. They help you to diagnose areas for improvement, and identify areas of strength to be nurtured and developed further.

To help you understand your grade the University have developed generic descriptors for each level of study, which are included in all module proformas. Further specific assessment criteria for each assessment will be provided in module handbooks.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	IEO.1, L4.01, L4.02, L4.06, L4.07, L5.1, L5.2, L5.3, L5.4, L6.1, L6.3, L6.4, L6.7, PPO.2
Literate and effective communicator	IEO.3, L4.03, L4.05, L5.5, L5.6, L5.9, L6.8, PPO.2, PPO.3
Entrepreneurial	L4.04, L5.8, L6.2
Global in outlook and engaged in communities	IEO.2, IEO.3, L4.10, L5.2, L6.8, L6.9, PPO.1, PPO.2, PPO.3
Socially, ethically and environmentally aware	IEO.2, IEO.3, L4.10, L5.2, L5.7, L6.6, L6.9, PPO.2, PPO.3

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Undergraduate students study 120 credits per year. Course structures can be subject to change each academic year following feedback from a variety of sources.

Modules are described as:

- **Core** modules are compulsory and must be undertaken by all students on the course.
- **Option** modules give you a choice of modules and are normally related to your subject area.
- **Electives**: are modules from across the either the whole University or your College. Such modules allow you to broaden your academic experience. For example, where electives are indicated, you may choose to commence the study of a foreign language alongside your course modules (and take this through to the final year), thereby adding further value to your degree.

- Additional information may also be included above each level, for example, where you must choose one of two specific modules.

Modules

Level 4

Award of Certificate of Higher Education available

Module Code	Module Title	Status	UK credit	ECTS
4PSYC003W	Biological Psychology	Core	20	10
4PSYC002W	Cognitive Psychology	Core	20	10
4PSYC004W	Developmental Psychology	Core	20	10
4PSYC006W	Individual Differences	Core	20	10
4PSYC005W	Introduction to Psychological Research Methods	Core	20	10
4PSYC001W	Social Psychology	Core	20	10

Level 5

Award of Diploma of Higher Education or Foundation Degree available.

Progression to Level 5

Please note that students must pass ALL Level 4 modules (120 credits) in order to progress to Level 5. This means that even if a student meets the University-stipulated regulations of a pass of 100 credits, they will still not be able to progress if, for example, they have been deferred in an assessment element or deferred in a whole module

Module Code	Module Title	Status	UK credit	ECTS
5PSYC002W	Brain, Mind and Behaviour	Core	20	10
5PSYC005W	Cultivating employability skills for career success	Core	20	10
5PSYC001W	Data Analysis for Psychology	Core	20	10
5PSYC004W	Self and Society	Core	20	10
5PSYC012W	Understanding Psychological Diversity	Core	20	10
5SOCL006W	Emotional Life	Option	20	10
5PSYC003W	Mechanisms of Mind-Body Therapies	Option	20	10
5PSYC010W	Psychological Research in Practice	Option	20	10
5PSYC025W	Societal Responses to Climate Change	Option	20	10
		Elective	20	10

Additional Year

In order to take a Year Out, student must Pass 100 Credits including 5PSYC001W Data Analysis For Psychology

Optional Sandwich Year Credit level 5 leading to BSc Psychology with Professional Placement
5PSYC027W Psychology Placement Year

Optional Sandwich Year Credit level 5 leading to BSc Psychology with International Experience
5PSYC031W Psychology International Experience Year

Module Code	Module Title	Status	UK credit	ECTS
5PSYC031W	Psychology International Experience Year	Option	120	60

Module Code	Module Title	Status	UK credit	ECTS
5PSYC027W	Psychology Placement Year	Option	120	60

Level 6

In order to progress to level 6, student must Pass 100 Credits including 5PSYC001W - Data Analysis For Psychology

Award BSc Psychology available

Award BSc Honours Psychology available.

Module Code	Module Title	Status	UK credit	ECTS
6PSYC001W	Project in Psychology	Core	40	20
6PSYC008W	Clinical Psychology	Option	20	10
6PSYC004W	Cognitive Disorders	Option	20	10
6PSYC021W	Consciousness	Option	20	10
6PSYC020W	Data Science Applications in Psychology	Option	20	10
6PSYC007W	Forensic Psychology	Option	20	10
6PSYC006W	Health Psychology	Option	20	10
6SOCL015W	Mental Health and Social Inequalities	Option	20	10
6PSYC011W	Music and the Mind	Option	20	10
6PSYC003W	Occupational and Work Psychology	Option	20	10
6PSYC018W	Political Psychology	Option	20	10
6PSYC005W	Psychology of Counselling and Psychotherapy	Option	20	10
6PSYC013W	Psychology of Education	Option	20	10
6PSYC016W	Sexology	Option	20	10
		Elective	20	10

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

Professional body accreditation or other external references

This programme is accredited by the British Psychological Society as conferring eligibility for the Graduate Basis for Chartered Membership, provided the minimum standard of a Lower Second Class Honours is achieved, and the empirical project has been passed. This is the first step towards becoming a Chartered Psychologist.

Course management

Course Leader: Responsible for day to day running and overall management of the course and development of the curriculum;

Assistant Head of the School: Holds overall responsibility for Psychology courses run by the School of Social Sciences

Head of the School: Holds overall responsibility for all courses run by the School of Social Sciences

Academic regulations

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

Course specific regulations apply to some courses.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities and additional support available. You will be provided with a Course Handbook, which provides detailed information about the course. Each course has a course leader or equivalent. All students enrolled on a full-time course and part-time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University utilises a Virtual Learning Environment called Blackboard, where students access their course materials and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at <https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard>

The Academic Learning Development Centre supports students in developing the skills required for higher education. In addition to online resources in Blackboard, students can also attend Study Skills workshops and schedule one-to-one appointments. Further information on the Academic Learning Development Centre can be found at [westminster.ac.uk/academic-learning-development](https://www.westminster.ac.uk/academic-learning-development).

Learning support includes our libraries, each of which holds a collection of resources related to the subjects taught at that site. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services.

Support Services

The University of Westminster's Student and Academic Services department provides a range of advice and guidance. Further information on the advice available to students can be found at <https://www.westminster.ac.uk/student-advice>

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at <https://www.westminster.ac.uk/students-union>

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

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from the University, academic(s) from another university, a representative from industry and a Student Advisor.

The course is also monitored annually by the College to ensure it is running effectively and that any issues that might affect the student experience have been appropriately addressed. Staff will consider evidence from various sources, including student surveys, student progression and achievement, and reports from external examiners, to evaluate the effectiveness of the course and make necessary changes.

Periodic reviews are also conducted to ensure that the curriculum remains up-to-date and that the skills acquired on the course continue to be relevant to employers. Representative students meet with a panel to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess the course's performance.

How do we act on student feedback?

Student feedback is important to the University, and student views are taken seriously. Student feedback is collected in various ways.

- Through student engagement activities at the course and module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.
- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.;
- All students are invited to complete a questionnaire for each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be improved.
- Final-year undergraduate students will be asked to complete the National Student Survey, which helps inform the national university league tables. Postgraduate students will be asked to complete the Postgraduate Taught Survey (PTES).

This programme specification provides a concise summary of the main features of the course and the learning outcomes

that a student may reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students. Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in whole or in part, without the prior written consent of the University of Westminster. All copies of this document must incorporate this Copyright Notice – 2025©