

## Course record information

<b>Name and level of final award</b>	<ul style="list-style-type: none"> <li>• Bachelor of Science with Honours - Human Nutrition</li> <li>• Bachelor of Science with Honours - Human Nutrition with Professional Experience</li> <li>• Bachelor of Science with Honours - Human Nutrition with International Experience</li> </ul> <p>The award is Bologna FQ-EHEA first cycle degree or diploma compatible</p>
<b>Name and level of intermediate awards</b>	<ul style="list-style-type: none"> <li>• Bachelor of Science (BSc) - Human Nutrition</li> <li>• Diploma of Higher Education (Dip HE) - Human Nutrition</li> <li>• Certificate of Higher Education (CertHE) - Human Nutrition</li> </ul>
<b>Awarding body/institution</b>	University of Westminster
<b>Teaching institution</b>	University of Westminster
<b>Status of awarding body/institution</b>	Recognised Body
<b>Location of delivery</b>	Primary: Central London
<b>Language of delivery and assessment</b>	English
<b>QAA subject benchmarking group(s)</b>	Biomedical Sciences <a href="https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-biomedical-sciences.pdf?sfvrsn=2bf2c881_4">https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-biomedical-sciences.pdf?sfvrsn=2bf2c881_4</a>
<b>Professional statutory or regulatory body</b>	Accredited by the Association for Nutrition (AfN) <a href="https://www.associationfornutrition.org/">https://www.associationfornutrition.org/</a> (Reaccreditation pending spring/ summer 2022)
<b>Westminster course title, mode of attendance and standard length</b>	<ul style="list-style-type: none"> <li>• BSc Human Nutrition FT, Full-time, September start - 3 years standard length with an optional year abroad or placement</li> </ul>
<b>Valid for cohorts</b>	From 2022/3

## 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 dynamic Human nutrition course is intended for those interested in a career in the different facets of Human nutrition and integrates knowledge from diverse areas, such as biochemistry, psychology, public health and exercise, to present a unified view of this all-encompassing subject and its applications. The course will examine how nutrients and eating patterns impact health, well-being and exercise performance; along with the role of diet in both health and disease. Employability is a core component that is considered throughout the course with yearly opportunities to build upon vital practitioner skills allowing you to access a range of graduate jobs related to nutrition, public health and exercise. Students will learn how to be a scientific practitioners by applying key principles of nutritional science from a cellular perspective, the physical responses of the human body, and also understand how we may change an individual's behaviour for the betterment of their health. The course is taught through a mixture of face-to-face and online teaching through tutorials, practical sessions, group activities, and independent study. Westminster's lively research culture informs our teaching and is reflected in our curricula covering the broad spectrum of Nutrition. Our ongoing research activities inform our up to date and contemporary curriculum, which includes, but are not limited to, local/global food security issues encountered by families, nutritional interventions for exercise performance enhancement and the ability to change nutritional behaviour through the use of technology.

The BSc (Hons) Human Nutrition has been designed to:

- Provide students with a comprehensive, current and relevant programme of study delivered in a rich learning environment that is inclusive, supportive and equitable, enabling and encouraging all students to achieve their individual potential without impediment.
- Provide students, through core and option modules, with a knowledge and understanding of the science of Human Nutrition and to be able to use these critically in problem-solving and data handling.
- Enable students to acquire transferable practical and laboratory skills.
- Enable students to relate the scientific aspects of Human Nutrition to current clinical, public health and societal and commercial issues.
- Give students opportunities to gain experience in a variety of transferable skills that will enhance their employment and postgraduate education prospects.
- Enable students to contextualise scientific knowledge and opinion within a historical, geographical and cultural framework, referencing current expected standards of equality, diversity and inclusivity.
- Include the flexibility to allow students to undertake a work placement or international study experience whilst studying for their degree and gain recognition of that experience through specific award titles.

## 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.

The development of these graduate attributes is oriented towards employability upon completion of the course and these five attributes are aligned to various Course Learning Outcomes as shown in the table later in this document.

Whilst graduate attributes are acquired through a number of different modules throughout your course, all courses in the School of Life Sciences also have an integrated framework of employability skills and options running from level 4 up to level 6. This framework is intended to enable students to develop key skills which will prepare them for employment and/or further study following graduation. The specific modules for implementing this framework are Professional Development in Science (Level 4), Research Methods (level 5) and the Life Sciences Final Year Project (level 6). Along with subject specific knowledge and skills however, other modules in the course also incorporate Key Transferable Skills, which complement the employability skills in this framework and are applicable to a wide range of future careers, further study and many other activities. The key employability related skills students will develop through the course include

subject specific skill applicable to the many branches of the life sciences and skills that are transferrable to a variety of scenarios. These include: the ability to critically analyse scientific literature and to discuss and correctly cite those sources; gaining competence in laboratory and other practical/ investigative techniques relevant to your specialism; the ability to process, analyse, interpret and present a variety of data types including the appropriate statistical analysis of that data using a variety of software packages including Microsoft office and dedicated statistical analysis software such as SPSS; teamworking and leadership skills from group work in practical classes/ workshops and group presentation tasks; presentation skills in a variety of formats (e.g. posters, oral presentations, infographics). All students undertake a final year project which also allows the development of important skills such as experimental design based on available resources (including budget), planning of day-to-day activities and keeping records. Skills such as these are important for a wide variety of jobs and activities, both within the life sciences and in the wider context.

Also built into our courses is the flexibility to allow students to undertake a work placement or international study experience between levels 5 and 6 of their studies which will further enhance your employability prospects. Students who undertake a work-based placement benefit from real world experience in their chosen discipline and gain a clearer understanding of options open to them following completion of their degree. The completion of a work placement in a relevant area is often looked upon favourably by employers as an indication of practical experience in the 'real world' and indeed many students receive job offers post-graduation from either their placement provider or similar employment within the sector. Whilst not necessarily related to a specific area of employment, completion of an international study period is also often looked upon favourably by employers as an indication of an international/ global mindset and independence, both of which are desirable characteristics in a connected world.

Should you elect to undertake a placement or international study period between levels 5 and 6, we would therefore encourage you to follow a path most appropriate to your personal career goals. Many students also amass a diverse range of professional experience at all levels of their course and are encouraged to integrate all such opportunities into their studies. Again, our location in London is a distinct advantage when looking for additional work experience. Our aim is to foster a culture of gathering expertise, building professional networks, and expanding academic learning with the knowledge and skills gained in working environments.

This course is accredited by the Association for Nutrition (AfN), the professional body that defines and advances standards of evidence-based practice across the field of nutrition and at all levels within the workforce. Completion of this course will allow students to join the AfN as Associate Nutritionist on completion of the required modules and have the opportunity to develop their skills and expertise for full registration on graduating. This accreditation certifies that the course delivers evidence-based nutrition education to a professional level, providing a solid foundation for a career in nutrition.

The BSc Honours Human Nutrition pathway aims to create graduates who are:

- Knowledgeable in their subject and able to expand upon that knowledge;
- Problem solvers who are curious, flexible, rigorous and willing to trust their own initiative;
- Able to consolidate and complement their academic learning, knowledge and skills with authentic skills relevant to the workplace;
- Aware of the importance of their discipline in shaping the modern world and its role in providing solutions for real-world challenges;
- Able to consider all perspectives and to collaborate with others with different areas of expertise;
- Professional and principled in their outlook.

Students will have the opportunity to learn and develop skills in each of the main subject areas in Human nutrition including Nutritional Science, Public Health Nutrition and Sport and Exercise Nutrition, which can open multiple career avenues on graduation including: Health promotion within the NHS and in the community; the Food Industry; Public Sector Organisations; Dietetics; Research; Self-employed consultancy; Academia; Sports Nutrition; the Health and Fitness Industry; Charities. Furthermore, the BSc Human Nutrition can provide a foundation for further academic study and qualifications e.g. MSc, MPhil/PhD.

## 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:

- CLO4.1 Demonstrate knowledge and understanding of the fundamental principles, concepts and terminology that underpin Human Nutrition through the study of molecular, cellular and physiological processes. ( KU GA )
- CLO4.2 Access library, university-wide and internet resources to engage with scientific literature and demonstrate the ability to undertake simple research tasks with guidance, also to communicate in a clear and articulate manner using appropriate scientific language, via a range of formats and approaches. ( GA KTS )
- CLO4.3 Demonstrate competence in basic experimental, numeracy and literacy skills along with the ability to present, evaluate and interpret simple experimental data in order to develop structured and coherent arguments and make sound judgments in accordance with basic scientific theories. ( KU GA PPP KTS )
- CLO4.4 Understand and appreciate the complex and diverse nature of life processes and acquire a basic understanding of how various disciplines can come together, to promote health and well-being in line with the global Sustainable Development goals. ( KU GA )
- CLO4.5 Identify individual and collective goals and responsibilities, in particular those being developed through practical, laboratory and problem solving tasks, and perform in a manner appropriate to these roles. ( GA PPP )
- CLO4.6 Demonstrate knowledge and understanding of professional values, ethical standards and professional codes of conduct associated with Human Nutrition. Recognise the importance of treating all individuals and cultures with respect and acknowledge the harm that results and has resulted from not doing so. ( GA PPP )
- CLO4.7 Reflect on progress in their studies and seek assistance or guidance as appropriate in order to understand the applicability of the taught material to careers in the field, and thereby enhance their own personal development planning. ( GA PPP KTS )
- CLO4.8 Understand the ethical and social implications of current and historical scientific research and knowledge. In turn, appreciate the value of drawing upon diverse approaches and perspectives in promoting individual and community health and well-being via nutrition-related practices. ( GA PPP )

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

- CLO5.1 Demonstrate knowledge and systematic understanding of key nutritional factors that promote health and well-being such as chemical composition and nutritional quality of foods, social and environmental influences on nutritional intake and exercise habits, energy systems, energy balance, diet-disease relationships and behaviour change, in line with the global Sustainable Development Goals. ( KU GA )
- CLO5.2 Apply the underlying concepts and principles in Human Nutrition in a wide context, theoretically and/or practically. ( KU GA PPP KTS )
- CLO5.3 Demonstrate knowledge of principal research techniques used in Human Nutrition including the ability to evaluate the appropriateness of different approaches to solving problems in nutrition, and to recognise that statements should be tested and that evidence is subject to investigative work and evaluation. ( KU GA PPP KTS )
- CLO5.4 Apply a range of communication practices and resources relevant to Human Nutrition, including data collection and analysis using a range of methods relevant to the field, highlighting any issues of uncertainty in the process/es, and using statistics where appropriate. ( KU GA PPP KTS )
- CLO5.5 Think independently (requiring minimum direction) in order to obtain topical scientific literature and formulate hypotheses with subsequent exploratory planning and/or execution of investigation. ( KU GA PPP KTS )
- CLO5.6 Acquire skills transferrable to the workplace and demonstrate the ability to articulate these skills via different channels such as curriculum vitae and professional development portfolio. ( GA PPP KTS )
- CLO5.7 Communicate effectively in a group; recognise and respect views and opinions of other team members and solve set tasks coherently. ( GA PPP KTS )
- CLO5.8 Demonstrate knowledge, understanding and application of professional values, ethical standards and professional codes of conduct associated with Human Nutrition. Reflect on the importance of treating all individuals and cultures with respect and acknowledge the harm that results and has resulted from not doing so. ( GA PPP )
- CLO5.9 Recognise and reflect upon the ethical and social implications of current and historical scientific research and knowledge. In turn, reflect on the value of drawing upon diverse approaches and perspectives in promoting individual and community health and well-being via nutrition-related practices. ( GA PPP )

**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 )
- PEO.1 Reflect upon your greater knowledge of the career opportunities available to life sciences graduates in the job market and your personal aptitude for those opportunities. ( GA PPP KTS )
- PEO.2 Demonstrate the acquisition of a range of professional, practical and key-transferrable skills relevant to the fields of employment where life sciences graduates are valued. ( KU GA PPP KTS )
- PEO.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. Draw upon the diverse approaches, perspectives, knowledge and experience of a diverse workforce, treating all individuals with respect and recognising their contribution to the host organisation. ( KU GA PPP KTS )

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

- CLO6.1 Critically appraise principal aspects in nutrition, health and well-being, including acquisition of detailed and coherent knowledge, along with the ability to understand and apply appropriate methods of acquiring, interpreting and/or analysing nutrition, health and well-being data, with a critical understanding of the contexts for their use. ( KU GA PPP )
- CLO6.2 Engage with some of the current developments in nutrition, health and well-being and their global applications, including to global Sustainable Development goals, and including the philosophical and ethical issues involved. ( KU GA PPP KTS )
- CLO6.3 Read and use appropriate literature with a critical understanding and address aspects such as content, context, aims, objectives, quality of information, its interpretation and application. ( KU GA PPP KTS )
- CLO6.4 Autonomously undertake laboratory and/or field investigations in a responsible, safe and ethical manner, demonstrating competences in practical skills and showing sensitivity to the impact of investigations on aspects such as the environment, subjects and organisms. ( GA PPP KTS )
- CLO6.5 Provide a clear and accurate account of a topic, organise arguments and engage in debate and/or dialogue in a professional manner using appropriate language, depending on audience. ( KU GA PPP KTS )
- CLO6.6 Identify methods/tools appropriate to solve problems (as an individual and/or a team member), justify choices and evaluate success or failure. ( GA PPP KTS )
- CLO6.7 Apply knowledge, understanding and professional ethical values, to address familiar and unfamiliar problems and take responsibility to reflect on work, skills and development in the field of Human Nutrition, and to treat all individuals and cultures with respect and acknowledge the harm that results and has resulted from not doing so. ( KU GA PPP KTS )

# How will you learn?

## Learning methods

The BSc Human Nutrition programme focuses on how nutrients and eating patterns impact health and well-being, and the role of diet in both health and disease. As an integrated programme, designed to prepare students for professional practice, Human Nutrition draws upon knowledge, skills and experience from diverse areas of science bringing them together to form a cohesive discipline. Planned learning activities relate directly to the stated learning outcomes which have been defined to reflect both subject-related knowledge, intellectual and manual or practical skills along with an awareness of the professional and ethical contexts within which disciplines must operate.

Students will learn fundamental skills, knowledge and application with three main areas of nutrition: Public Health, Sport and exercise nutrition and Nutritional Science. An emphasis is placed on the practitioner skills within these domains with various learning opportunities to apply what you have learnt throughout the program, which cumulates in the final year. Students begin preparation for graduate employability from the first year, with learning opportunities provided to develop key attributes for the workplace in both the nutrition and wider life sciences sector.

Online resources will be provided where possible to help support a wide range of learning activities and students will learn how to effectively source credible scientific resources to aid their learning. The student will be supported in working independently and in group settings to consolidate and enhance their understanding of the topics being taught, and to hone their communication and problem-solving skills.

In addition to the formal scheduled teaching & learning sessions, the School operates a series of research seminars and 'academic conversations' given by invited expert speakers or staff within the university. Attendance at such events allows all students within the School the chance to experience cutting-edge research and scientific developments. The self-directed and tutor-directed private study also form a significant part of the learning experience.

The School of Life Sciences is committed to the University of Westminster Equality, Diversity and Inclusion (EDI) policy with a local implementation based on three central elements:

- **Our commitment** is to ensure an inclusive, safe and supportive learning, working and social environment which enables scientific research and teaching to flourish and encourages our future scientists to grow and realise their true potential.
- **Our goal** is to empower all students and staff to critically reflect on their understanding and positionality, with respect to the wide-ranging global scientific perspectives (past and present); encouraging the open debate of differing points of view.
- **Our pledge** is to respect and value our diverse Life Sciences community (within and beyond the University of Westminster) and foster an equitable culture as we move forward in the field.

These three elements inform and direct all of our learning, teaching and research activities and have been central to our course design process as can be seen in the learning outcomes at module and course level. All staff and students in the school of Life Sciences are expected to embrace and respect these values.

## Teaching methods

A blended teaching approach has been adopted by the School whereby the BSc (Hons) Human Nutrition course is delivered approximately 50% online and 50% face-to-face, on-campus. In this way, the School aims to capitalise on the advantages offered by both online and face-to-face teaching and the flexibility that allows in the timetable.

The course is focused on practical enquiry-based teaching methods that centres on developing key graduate attributes. The on campus face-to-face element will consist predominantly of, seminars, tutorials, practicals and problem-based learning, with some large and small group lectures. The online activity will include a mix of synchronous (i.e. live) and asynchronous (i.e. accessed at own time) resources, and some "flipped learning" sessions in which you use online material to prepare for tutorials in which academics guide you in the application of what you have learned. Students will also undertake a final year project whereby they are required to plan, implement and report upon an individual project under the guidance of an academic supervisor.

## Assessment methods

The Human Nutrition course offers a variety of assessments that aim to enable students to demonstrate that they have met the course learning outcomes. Typically, the diet of assessments for a module consists of regular formative assessments (which do not contribute to module marks but provide a vehicle for feedback to guide students in furthering their studies, and assist them in optimising their performance in the summative assessments) and two or three summative assessments (which evaluate module learning outcomes and contribute to the module mark).

The assessments employed across the course require students to use the same competencies, or combinations of knowledge, skills, and attitudes that they may need to apply in professional life. For BSc Human Nutrition students these include case studies, creation of tailored food recipes, client reports, objective structured practical exams, product pitches, e-posters or presentations. Some modules may also use in-class tests, essays, laboratory reports, literature reviews, dissertations and portfolios to assess a full range of skills, competencies and knowledge. Some aspects of summative assessment focus on group-work skills whilst others are based on individual tasks. The course also features integrative/ synoptic assignments will help to ensure learning across disciplines and levels. This requires students to synthesise skills and knowledge from different modules and thereby promotes a broader perspective in learning. This approach encourages students to cultivate a flexible attitude that is receptive to multidisciplinary approaches.

Attempting assessments is not just a means to determine attainment but also a learning opportunity. The formative (practice) assessments, including 'mock' tests, exercises on coursework preparation, self-assessment tests and monitoring by tutors using continuous activities will help students to undertake their own progress evaluation of the module material and adapt their learning strategy accordingly.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	CLO4.1, CLO4.3, CLO4.4, CLO4.5, CLO4.8, CLO5.1, CLO5.3, CLO5.4, CLO5.5, CLO5.7, CLO6.1, CLO6.3, CLO6.4, CLO6.5, CLO6.6, IEO.1, PEO.2
Literate and effective communicator	CLO4.2, CLO4.3, CLO5.4, CLO5.7, CLO6.3, CLO6.5, IEO.3, PEO.2, PEO.3
Entrepreneurial	CLO4.7, CLO5.6, CLO6.4
Global in outlook and engaged in communities	CLO4.4, CLO4.8, CLO5.1, CLO5.2, CLO5.8, CLO5.9, CLO6.1, CLO6.2, CLO6.4, CLO6.7, IEO.2, IEO.3, PEO.1, PEO.2, PEO.3
Socially, ethically and environmentally aware	CLO4.6, CLO4.8, CLO5.1, CLO5.8, CLO5.9, CLO6.4, CLO6.7, IEO.2, IEO.3, PEO.2, PEO.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

Module Code	Module Title	Status	UK credit	ECTS
4BIOL002W	Cell Biology	Core	20	10
4PHYM001W	Human Physiology	Core	20	10
4HMNT002W	Metabolism of Nutrition and Exercise	Core	20	10
4HMNT001W	Principles of Human Nutrition	Core	20	10
4BIOM006W	Professional Development in Science (PRoDS)	Core	20	10
4HMNT004W	Psychology and Sociology of Health and Well-being	Core	20	10

### Level 5

Module Code	Module Title	Status	UK credit	ECTS
5HMNT002W	Applied Nutrition	Core	20	10
5HMNT004W	Developing the Nutritionist and Exercise Scientist	Core	20	10
5HMNT001W	Diet in Health and Disease	Core	20	10
5PHYM006W	Exercise Physiology in Action	Core	20	10
5BICH001W	Metabolic Biochemistry	Core	20	10
5BIOM010W	Research Methods	Core	20	10

### Additional Year

Module Code	Module Title	Status	UK credit	ECTS
6BIOL005W	Life Sciences International Study Module (year-long)	Option	120	60
6BIOM009W	Life Sciences Work Experience Placement Module (year-long)	Option	120	60

### Level 6

Students must choose one option depending on the theme followed

Module Code	Module Title	Status	UK credit	ECTS
6HMNT003W	Applied Nutrition and Performance	Core	20	10
6HMNT004W	Applied Public Health Nutrition	Core	20	10
6BICH003W	Final Year Project in Life Sciences	Core	40	20
6HMNT002W	Nutrition in Practice	Core	20	10
6BIOM006W	Applied Medical Sciences	Option	20	10
6BICH004W	Gene Editing and Genomics	Option	20	10
6HMNT005W	Nutrition in Emergencies	Option	20	10
6PHYM005W	Psychology of Sport, Exercise and Nutrition	Option	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

The BSc Honours Human Nutrition is accredited by the Association for Nutrition (AfN). AfN (the recognised professional body for the regulation and registration of nutritionists) embraces those involved in public health, care, food, exercise and policy. One of the Association's responsibilities is running the UK Voluntary Register of Nutritionists (UKVRN). As graduates from this degree course, you are immediately eligible for addition to the Register as Associate Nutritionists on successful completion of all required modules.

## Course management

Your course is one of a number of programmes in the School of Life Sciences, part of the College of Liberal Arts and Sciences within the University of Westminster, and is managed by a designated course leader. In addition to the course specific role of the course leader, the Head of School, other senior school staff and the Associate Heads of College, also provide support and management at their respective levels. We also have a school employability director and global engagement coordinators who oversee work placement and international study arrangements respectively. The course leader is also collectively supported in the management and running of the course by the course teaching team through their responsibilities for individual modules and contributions to planning. You will meet your course leader, teaching team and members of the school senior management during arrivals week, a programme of events designed to help you with enrolment, registration, and orientation to the university, its processes and the culture of higher education.

The course is monitored each year by the course leader and senior members of the School and College to ensure that it is running effectively and that issues that might affect the student experience have been appropriately addressed. Each course will have Course Representative meetings throughout the year and staff will consider the outcomes from these meetings, evidence of student progression and achievement and the external examiner's reports to evaluate the effectiveness of the course. All courses are reviewed annually as part of the School, College and University Annual Monitoring processes, reporting finally to the Academic Council of the University which has overall responsibility for the maintenance of quality and standards in the University.

## Academic regulations

The current Handbook of Academic Regulations is available at [westminster.ac.uk/academic-regulations](http://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](http://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©