PROGRAMME SPECIFICATION

Course record information

Name and level of final award	Master's (MSc) in Business Intelligence & Analytics
	The above is an MSc degree that is Bologna FQ-EHEA second cycle degree or diploma compatible.
Name and level of intermediate awards	Postgraduate Diploma (PgDip) in Business Intelligence & Analytics
	Postgraduate Certificate (PgCert) in Business Intelligence & Analytics
	University Diploma of Special Study (UDipSS) in Business Intelligence & Analytics
	University Certificate of Special Study (UCertSS) in Business Intelligence & Analytics
Awarding body/institution	University of Westminster
Teaching Institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Cavendish Campus, Central London, United Kingdom
Language of delivery and assessment	English
Mode, length of study and normal starting month	One year full time, two years part time evening, part time mixed. September start. January start (**Jan 2021 only**)
QAA subject benchmarking group	*Subject Benchmark Statement: Master's degrees in Computing, 2011*.
Professional statutory or regulatory body	British Computer Society (BCS) Accreditation is pending for CITP Further Learning and CEng (partial fulfilment)
Date of course validation/Revalidation	2019
Date of programme specification approval	July 2020
Valid for cohorts	2020/21
Course Leader	Prof. Thierry Chaussalet
Course URL	westminster.ac.uk/courses/postgraduate

Westminster course code	PMBIS02F (FT)	PMBIS02P (PT)
HECoS code	100370 – The study of the specification, use, processing, analysis and availability of data within its context. 100372 – The study of the application of computers and telecommunications equipment to store, retrieve, transmit and manipulate data, often in the context of a business or other enterprise. 100406 – The study of the collection and analysis of numerical data.	
UKPASS code	D09FPDBS (FT) D09FPDBS (FT Direct entry)	D09PPDBS (PT) D09PPDBS (PT Direct entry)

Admissions requirements

The course builds on students' graduate competences and develops further their logical, analytical skills and technical in a way that they can be applied to Business Intelligence & Analytics problems.

There are standard minimum entry requirements for all postgraduate courses. Applicants are advised to check the standard requirements for the most up-to-date information.

Applicants will be expected to have a good first degree in either a scientific or engineering discipline with some exposure to the use of IT or an area of Computer Science/Information Technology, with a strong interest in quantitative analysis. Due to the technical nature of the programme, applicants whose first-degree discipline is not in Computing, Economics, Science or Engineering and do not have a strong Computing or quantitative flavour will be considered only if they can demonstrate that they have sufficient, in the admissions tutor's opinion, knowledge of computing and quantitative techniques to complete the course.

The course will also target individuals possibly without a formal degree, but already in employment where the problems they are charged with solving, or the decision-making they are required to support entail the Data science, Analytics and Decision Support techniques and technologies deployed in the course. In summary, candidates will be expected to already have quantitative skills with an interest in developing these further to support postgraduate activity in analysing, evaluating and reporting on a range of real-world data intensive problems.

All applicants are required to show competence in both written and spoken English; overseas applicants whose first language is not English are normally required to have attained, in the IELTS Academic test, a minimum score of 6.5 overall with a minimum 6.0 in each component (more information on other acceptable language tests and minimum scores required can be obtained from the admissions office).

For most cases a decision will be made on the basis of your application form alone. However, for some cases the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements.

More information can be found here: westminster.ac.uk/courses/postgraduate/how-to-apply.

Recognition of Prior Learning

Applicants with prior certified 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: westminster.ac.uk/recognition-of-prior-certified-learning.

Aims of the course

The course provides a balanced study, which aims at producing graduates that are capable of:

AIM1: thinking in a systematic and methodological way about Data Analytics / Data Science issues;

AIM2: utilising their problem-solving skills and their knowledge of various techniques / tools / methods, to deliver Data Science and Analytics solutions to a wide range of problems;

AIM3: creating models and deploying appropriate software tools that satisfy specified requirements, and testing their use in a target domain;

AIM4: studying the context within which the design of systems for Data Science and Analytics takes place, i.e. as part of the range of strategic, managerial and operational activities involved in the gathering, processing, storage and distribution of information;

AIM5: identifying the security and legal implications of Business Intelligence & Analytics applications, e.g. Customer Relations Management (CRM);

AIM6: independent in-depth analysis of a chosen topic making use of information resources outside a teaching environment.

Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

– Career development skills are embedded in all courses
– Opportunities for part-time work, placements and work-related learning activities are widely available to students
– Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
– Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.

Employment

Typically graduates of the course will be employed as consultants, data scientists, decision modelling or advanced data analysts, members of technical/analytics teams supporting the decision making of middle and top management in different sizes of organisation operating in diverse sectors. Graduates will be expected to work in PLCs (e.g. Santander, GSK, IBM, Unilever), retail head offices, the BBC, public sector organisations such as the NHS, Civil Service Departments, and local councils, the host of banks, brokers and regulators that make up the City, along with all the specialist support consultancies in IT and market research and forecasting (e.g. PwC, Deloitte, KPMG, EY, Accenture, etc.), all of whom use data for the full range of decision making.

Further Studies

MPhil/PhD in Operational Research, Data Science, and Business Intelligence at the University of Westminster or at other higher education institutions.

Course learning outcomes

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

Knowledge and understanding (KU)
Graduates of the course will:

KU–1: give a critical insight into practices and workings employed in the process of Data Science, Analytics and/or Decision Support;

KU–2: place a real-world Data Science, Analytics and/or Decision Support problem in the context of both business imperatives and current Business Intelligence/Analytics practices and make critical evaluations subject to business and organisational requirements;

KU–3: identify and apply effectively appropriate Business Intelligence/Analytics techniques and software tools;

KU–4: analyse new demands in Business Intelligence/Analytics and apply new/emerging technologies in the management of data and information resources that affect the operation and effectiveness of Business Intelligence/Analytics;

KU–5: recognise those professional, legal, moral and ethical issues that are relevant to Business Intelligence/Analytics and work pro-actively with others to formulate solutions;

KU–6: undertake the literature research necessary for in–depth study;

KU–7: initiate and complete a major piece of individual study independently in a research or work–based environment.

and have the qualities and transferable skills necessary for employment requiring:
- the exercise of initiative and personal responsibility;
- decision-making in complex and unpredictable situations; and
- the independent learning ability required for continuing professional development.

Specific skills (SS)
On completion of the course, students will have developed the following subject-specific practical skills:

SS–1: ability to specify, design and construct fit for the purpose computer-based systems and components thereof using appropriate modelling techniques;

SS–2: ability to recognise risks that may be involved in the success/failure of Information Systems;

SS–3: use and application of various technologies, architectures and techniques / tools / methods (e.g. Data Warehousing, Data Mining, Distributed data management and technologies and architectures and appropriate middleware and infrastructures supporting application layers);

SS–4: appropriate knowledge of algorithms and quantitative techniques suitable for data analysis and mining in a broad range of application areas;

SS–5: ability to deliver solutions to real world problems associated with the ever evolving and changing nature of Information Technology infrastructure and increasing volume of data;

SS–6: appropriate knowledge of reflection on the impact technological advances have on nature and practices adopted within the Business Intelligence/Analytics practices and adapt to these changes;

SS–7: ability to embark on an independent in-depth analysis and/or study of any topic that may require the extensive use of a variety of information resources.

Key transferable skills (KTS)
Upon completion of the course students will have developed / enhanced further a number of general rather than discipline-specific skills which any practitioner must have if s/he is to be successful. These Key Transferable Skills developed and assessed at postgraduate level are:

KTS–1: Group working:
Students will be able to (a) work effectively within a group both as group leaders and/or group members; (b) clarify tasks and make appropriate use of group members abilities; (c) negotiate and handle conflict with confidence; and (d) participate effectively in the peer review process;

KTS–2: Learning resources:
Students will be able to use a full range of learning resources to carry out literature reviews and engage in research activity;

KTS–3: Self-evaluation:
Students will be able to reflect on own and others functioning; participate effectively in the peer review process and analyse and identify ways to improve practice; continue to advance their knowledge and understanding, and recognise their development needs and to develop new skills to a high level;

KTS–4: Management of information:
Students will be able to competently undertake research tasks with minimum guidance; sieve through information clatter to identify relevance, to organise and present information effectively using different media;

KTS–5: Autonomy:
Students will be independent and self-critical learner, who can act autonomously in planning and implementing tasks and who will be able to guide the learning of others;

KTS–6: Communication:
Students can engage confidently in academic and professional communication with others, reporting on action clearly, autonomously and competently;

KTS–7: Problem-solving:
Students have independent learning ability required for continuing professional study, making professional use of others where appropriate.

Some of these skills, such as those related to problem-solving and communication, are intrinsic to the nature of the course and thus they are developed / assessed by each and every assessment component. For other skills effort has been put to embed the development / assessment these skills in as many modules as possible, because skills like group working are essential in enabling students work effectively with/within a group, clarify/allocate tasks, and negotiate load and resolve conflict.

Learning, teaching and assessment methods

Learning
The learning strategies employed on the course vary depending on the module and the learning outcomes for each module. In brief, the employed learning strategies involve the use of

− case studies, to improve students' analytical and problem-solving skills; moreover, to integrate the knowledge gained in individual modules and demonstrate how the accumulated knowledge and understanding can be used, common case studies, where possible, are used across modules, with each module tackling different aspects of the same problem;
− specialised software tools and packages to build students hands on skills and understanding of such tools;

- presentations from outside speakers with industrial experience, to enable students see how the taught material is applied in industry; appreciate how industry uses the various technologies / tools / methods / techniques to produce solutions
- team/group work, to enable students develop further their teamwork skills to work effectively in a professional environment;
- research methods involving the use of library and online sources to develop students research and analysis skills;
- seminar sessions during which students present work to their classmates and evaluate/assess each other's work;
- presentations and academic report writing as part of the assignments set, to develop further these important skills;
- continuous encouragement to exploit networking opportunities and to participate and get involved in community organised events, as these enable students to identity areas for improvement while demonstrating their skills and knowledge on specific subjects / topics;
- work based projects to enable students (a) participate in a real life project; (b) develop/enhance a high degree of organisational skills as they have to work under the guidance of industrial supervisors and adhere to strict timetables for deliverables and deadlines; (c) be exposed to work ethics and culture and experience the ethos of a workplace environment all of which enhance further students' social, interpersonal and professional skills;
- assessment and feedback as an integral part of the learning process to enable students (a) gauge their progress in relation to learning; (b) reflect on what they have learned; (c) identify areas in which they are strong and areas in which they need to learn more so that students develop the rights skills faster; and (d) help them make informed decisions on the pace and focus of their own independent learning;
- assessments as a tool to develop/enhance students skills and competences; for example working on an assignment as part of team will help students develop/practice their group working skills, whereas an essay and research report can be used not only to assess students' knowledge and understanding of a specific topic(s), but also help develop students' academic writing skills including those related to formatting and proper use of referencing.

Finally, to support students in their studies and to allow access to module materials and course related information the University's Virtual Learning Environment (VLE), called Blackboard, is routinely used as a repository for lecture notes, presentation transparencies, course/assessment schedules, coursework briefs (including feedback), and assessment purposes. The VLE is also used as a platform that through exchange of emails, sharing of files and documents, and online discussions encourages student interaction, promotes group activities and supports collaborative work.

Teaching

The teaching strategies employed on the course vary depending on the module and the learning outcomes for each module. The course itself consists of traditional formal lectures and 'structured lectures', where lecturing is broken up by periods of student-led activity. The lectures are used to provide a firm grounding in the theory, methods and techniques relevant to the module's topic. Lectures are typically supplemented by further instructor led sessions, where theoretical or practical in nature problems are addressed. During these sessions, students attend problem solving tutorials, sometimes working alone, often working in groups, sometimes working on paper, often working at a PC or workstation, always with a member of staff guiding the work or on hand to help resolve problems.

Assessment

Assessments are designed to form part of the learning experience and they can have a variety of types and forms. For example, assessments may involve practical exercises ranging from small tasks that might be completed in a tutorial, to more complex tasks, like the design

creation of an artefact, or the investigation/research on a topic/area. Some of the assessments are designed to be completed individually, whereas other assessments may require students to work as part of a team, emulating as close as possible the environment students will face in later life in industry. Types of assessment used in the course include essays, technical / lab reports, practical tests/exercises, quizzes, in-class or online tests, practical exercises, portfolios, demonstrations, oral presentations, vivas, project reports, time constraint examinations, etc.

Assessment can be (a) formative (i.e. helps establish where students are in their learning and what they have learned so far), or (b) summative (i.e. measures how much they have learned in a way that contributes to their overall grades). The type and nature of the employed assessment methods varies depending on the module and its associated learning outcomes. The guiding principles in designing/choosing a module's assessment include:

- the choice of assessment method(s) employed needs to provides an opportunity for new learning and contribute to the learning process;
- the assessment method used should be fit-for-purpose able to measure students' achievement in the module's associated learning outcomes of each module;
- assessment is criterion-based, i.e. assessed work is marked using clearly stated assessment criteria,
- in selecting assessment methods consideration is given to the amount of effort and time required to complete the task(s) and to maintain an acceptable and balance assessment loading;
- timely and formative feedback is to be given for all assessments, including examinations; finally
- the feedback students will receive needs to enable students make that transition from small practical exercises to more complex pieces of work towards your postgraduate project;

All assessments that contribute to final grades will be assessed against clear assessment criteria stated in module descriptors; these assessment criteria are directly linked to the module's learning outcomes and they will be used to evaluate the submitted work and produce written feedback. Marks will be produced following rigorous quality mechanisms that ensure academic judgement remains fair and consistent with the wider educational sector. Feedback is given in various forms and stages; for example, in response to assessment, in response to questions in lectures, seminars and tutorials, and in guidance given during the supervision of student projects. Feedback will also come from interactions with other students and participation in / involvement with industry or community events.

The assessment diet of most of the modules involves a mixture of practical coursework and a closed book problem solving focused examination. For most of the modules, the coursework component involves a few assessment elements that may involve laboratory work, technical reports, oral presentations, in-class (written or online) tests, etc. Examinations are normally two-hour long and take place after the end of each semester. The Postgraduate Project, which is a substantial piece of work that involves the investigation/research of a topic and the development of an artefact, is assessed using a written report and a viva where the students need to discuss and defend their work and findings. The table provided in the course structure section below has some further information on whether a module is a coursework only module or whether it is assessed by a combination of coursework and exam (along with the relevant weightings).

To pass a module, students are expected to achieve the passing mark, i.e. 50%, overall and to achieve the qualifying mark (typically 40%) in each of the assessment components; i.e. for modules whose assessment diet involves a mixture of coursework and exam, students typically need to achieve the qualifying mark in the exam and in the coursework (on aggregate), whereas, for coursework only modules students have to achieve the qualifying mark in each element of the coursework.

Course structure

This section shows the core and option modules available as part of the course and their credit value.

Module Code	Module Title	Status	Semester	UK Credits	ECTS Credits	Exam	Course work
7BUIS024W	Business Analytics	core	1	20	10	–	100
7BUIS008W	Data Mining and Machine Learning	core	1	20	10	–	100
7BDIN006W	Big Data Theory and Practice	core	1, 2	20	10	–	100
7COSC012W	MSc Project	core	1, 2, 3	60	30	–	100
7BUIS009W	Data Visualisation and Dashboarding	option	2	20	10	–	100
7BUIS025W	Web and Social Media Analytics	option	2	20	10	–	100
7BUIS010W	Data Warehousing and Business Intelligence	option	2	20	10	-	100
7BUIS004W	Business Optimisation	option	2	20	10	50	50
7BUIS021W	Simulation Modelling	option	2	20	10	–	100
7BDIN007W	Data Repositories Principles & Tools	option	1	20	10	–	100
7BUIS028W	Public Sector Analytics	option		20	10	–	100
	Free Choice Module	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 do your first choice of modules.
− The *Free Choice Module* can be any postgraduate (level 7) 20 credit module offered by the School. In practice, students' choices for their *Free Choice Module* are limited in several ways, as the chosen free choice module has to (a) be on a subject related to the programme of studies they are pursuing; (b) should not be a dis-requisite / similar module to any of the modules the student has registered; and/or (c) should not prevent the student from taking any of the modules in his/her programme of studies. In all cases that involve a *Free Choice Module*, the Course Leader needs to be consulted and approve the student's *Free Choice Module* before it is registered, the Course Leader decision is final.

Full-time students are expected to complete the course within a calendar year; students doing the course in part-time mode are expected to complete the course over a two-year period. The above means that full-time students study 180 credits per year and they cover the taught part of the course over the two semesters of an academic year and that they work on their project during the summer months of the same year. Part time students cover the taught part of the course over four semesters (two years) and that they are expected to work on their project during the summer months their second (last) year of their studies.

Indicative programmes of studies

The following diagrams show indicative programmes of studies for students of the September and January intakes.

Full time students

	September Intake
Semester 1	**Core** Big Data Theory and Practice Business Analytics Data Mining and Machine Learning **Option*** (take **up to one** option modules) Data Repositories Principles & Tools Free Choice Module
Semester 2	**Core** MSc Project **Option*** (take **up to three** option modules) Data Visualisation and Dashboarding Data Warehousing and Business Intelligence Simulation Modelling Web and Social Media Analytics Free Choice Module
Semester 3	**Core** MSc Project (continues - submission in early September)

	January Intake
Semester 2	**Core** Big Data Theory and Practice **Option*** (take **up to three** option modules) Data Visualisation and Dashboarding Data Warehousing and Business Intelligence Simulation Modelling Web and Social Media Analytics Free Choice Module
Semester 3	**Core** MSc Project

	Next Academic Year
Semester 1	**Core** Business Analytics Data Mining and Machine Learning MSc Project (continues - submission in late December) **Option*** (take **up to one** option modules) Data Repositories Principles & Tools Free Choice Module

* students can take up to three option modules in total

Part time students

September Intake

Year 1

Semester 1
Core
Business Analytics
Data Mining and Machine Learning

Semester 2
Option* (take **up to two** option modules)
Data Visualisation and Dashboarding
Data Warehousing and Business Intelligence
Simulation Modelling
Web and Social Media Analytics
Free Choice Module

Semester 3
No Teaching

Next Academic Year

Year 2

Semester 1
Core
Big Data Theory and Practice
Option* (take **up to one** option modules)
Data Repositories Principles & Tools
Free Choice Module

Semester 2
Core
MSc Project
Option* (take **up to two** option modules)
Data Visualisation and Dashboarding
Data Warehousing and Business Intelligence
Simulation Modelling
Web and Social Media Analytics
Free Choice Module

Semester 3
Core
MSc Project (continues - submission in early September)

January Intake

Year 1

Semester 2
Core
Big Data Theory and Practice
Option* (take **up to two** option modules)
Data Visualisation and Dashboarding
Data Warehousing and Business Intelligence
Simulation Modelling
Web and Social Media Analytics
Free Choice Module

Semester 3
No Teaching

Next Academic Year

Year 2

Semester 1
Core
Business Analytics
Data Mining and Machine Learning
Option* (take **up to one** option modules)
Data Repositories Principles & Tools
Free Choice Module

Semester 2
Option* (take **up to two** option modules)
Data Visualisation and Dashboarding
Data Warehousing and Business Intelligence
Simulation Modelling
Web and Social Media Analytics
Free Choice Module

Semester 3
Core
MSc Project

Next Academic Year

Semester 1
Core
MSc Project (continues – submission in late Dec.)

* students can take up to three option modules in total

Professional Body Accreditation or other external references

Professional body accreditation

This master's degree has been accredited by BCS, The Chartered Institute for IT for the purposes of fully meeting the further learning academic requirement for registration as a Chartered IT Professional. The accreditation is a mark of assurance that the course meets the standards set by BCS and it entitles you to professional membership of BCS, which is an important part of the criteria for achieving Chartered IT Professional (CITP) status through the Institute.

This master's degree has also been accredited by BCS, The Chartered Institute for IT on behalf of the Engineering Council for the purposes of partially meeting the academic requirement for registration as a Chartered Engineer. The accreditation is a mark of assurance that the course meets the standards set by the Engineering Council in the UK Standard for Professional Engineering Competence (UK-SPEC). An accredited degree will provide you with some or all of the underpinning knowledge, understanding and skills for eventual registration as an Incorporated (IEng) or Chartered Engineer (CEng).

Some employers recruit preferentially from accredited degrees, and an accredited degree is likely to be recognised by other countries that are signatories to international accords. More information on BCS and membership paths can be found at www.bcs.org.

Internal References

- The University's *Vision, Mission and Values*
- The University's *Quality Assurance and Enhancement Handbook*

- The University's *Handbook of Academic Regulations 2019-20*
- *Inclusive Course Design checklist*
- Inclusive Curriculum Guidance
- Outcomes and actions of the Curriculum Design Workshop

Academic regulations

The MSc in in Business Intelligence & Analytics and its intermediate awards operate in accordance with the University's Academic Regulations and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies published by the Quality Assurance Agency for Higher Education (QAA) in 2014.

The following regulations should be read in conjunction with the Modular Framework for Postgraduate Courses and relevant sections of the current Handbook of Academic Regulations which is available at westminster.ac.uk/academic-regulations.

Awards

To be eligible for the award of a Master's in Business Intelligence & Analytics, a student must pass modules worth at least 180 credits and attempt modules worth no more than 240 credits. The modules a student needs to pass to be eligible for the award of the MSc qualification are all level 7 modules and include:

- all of the following core modules (120 credits)

Module Code	Module Title	Status	UK Credits	ECTS Credits
7BUIS024W	Business Analytics	core	20	10
7BUIS008W	Data Mining and Machine Learning	core	20	10
7BDIN006W	Big Data Theory and Practice	core	20	10
7COSC012W	MSc Project	core	60	30

- and three of the following optional modules (60 credits):

Module Code	Module Title	Status	UK Credits	ECTS Credits
7BUIS009W	Data Visualisation and Dashboarding	option	20	10
7BUIS025W	Web and Social Media Analytics	option	20	10
7BUIS010W	Data Warehousing and Business Intelligence	option	20	10
7BUIS004W	Business Optimisation	option	20	10
7BUIS021W	Simulation Modelling	option	20	10
7BDIN007W	Data Repositories Principles & Tools	option	20	10
7BUIS028W	Public Sector Analytics	option	20	10
	Free Choice Module	option	20	10

The University may award
- a Master's Degree with Merit to a student whose marks average at least 60% across modules at Level 7;
- Master's Degree with Distinction to a student whose marks average at least 70% across the modules at Level 7.

Intermediate Exit Awards

These are awards that students are not normally registered for in the first instance. A student will be recommended by the Assessment Board for one of these lower awards if s/he
- fails to achieve sufficient credits to gain the award for which s/he is enrolled, and
- is excluded on academic grounds or as being 'timed out', or for good cause, as adjudged by the Assessment Board, has terminated their studies early, and

‒   has achieved sufficient credits to gain a lower level or lower volume award.

A student requests to leave / has been withdrawn the course or has been withdrawn for 's registration may be changed to one of these exit awards, if a student has failed too many modules and cannot be considered for the target award s/he is registered for or a student claims such an award because s/he is withdrawing the course.

Award of a Postgraduate Diploma (PgDip) in Business Intelligence & Analytics

To be eligible for the award of a Postgraduate Diploma (PgDip) in Business Intelligence & Analytics, a student must have passed a minimum of 120 credits at level 7 and attempted modules worth no more than 240 credits. The University may award

‒   a Postgraduate Diploma with Merit to a student whose marks average at least 60% across modules contributing to the award;
‒   a Postgraduate Diploma with Distinction to a student whose marks average at least 70% across the modules contributing to the award.

Award of a Postgraduate Certificate (PgCert) in Business Intelligence & Analytics

To be eligible for the award of a Postgraduate Certificate (PgCert) in Business Intelligence & Analytics, a student must have passed a minimum of 60 credits at level 7 and attempted modules worth no more than 240 credits. The University may award

‒   a Postgraduate Certificate with Merit to a student whose marks average at least 60% across modules contributing to the award;
‒   a Postgraduate Certificate with Distinction to a student whose marks average at least 70% across the modules contributing to the award.

How will you be supported in your studies?

Course Management

The course has a Course Leader, who is responsible the day to day running of the course, has overall responsibility for the academic management and organisation of the course and the development of the curriculum, and who reports to the Head of the School of Computer Science and Engineering and through him/her to the Head of the College of Design, Creative and Digital Industries.

The Course Leader, who is also the Admissions Tutor for the course, is assisted in his/her role by an Examinations Officer, a Projects Co-ordinator and the Course Team. The Course Team comprises the Course Leader and all the members of staff who teach on the course. Typically, each module is delivered by a module team. Each module has a Module Leader, who is responsible for co-ordinating the module team and for the delivery, resourcing and smooth running of the module.

Each student is allocated a Personal Tutor, who provides advice and guidance on academic matters, e.g. on choosing/planning which option modules to take, gaining further study skills, or any matters that may be affecting your studies, such as issues financial difficulties, illnesses, stress caused by bereavement, etc. The Personal Tutor is a member of the academic staff who will be familiar with your programme of studies (quite frequently, the Course Leader is also your Personal Tutor).

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, additional support available and to your Campus Registry. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a Course Leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment, called Blackboard, where students access their course materials, and can communicate and collaborate with staff

and other students. Further information on Blackboard can be found at westminster.ac.uk/blackboard.

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. Further information on the Academic Learning Development Centre can be found at westminster.ac.uk/academic-learning-development.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students1 can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught at their College. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services

The University of Westminster Student and Academic Services 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. Further information on the advice available to students can be found at 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 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 in 2010. The panel included internal peers from the University, academic(s) from another university and a representative from industry. This helps to ensure the comparability of the course to those offered in other universities and the relevance to employers.

The course is also monitored each year by the College to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including evidence of student achievement, reports from external examiners in order to evaluate the effectiveness of the course.

A Course Revalidation takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with Revalidation panels to provide feedback on their experiences. Student feedback from previous years 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 student engagement activities at Course/Module level, students have the opportunity to express their voice in the running of their course. Student representatives are elected to expressly represent the views of their peers. The University and the

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

Students' Union work together to provide a full induction to the role of the student representatives.

− There are also School Staff Student Exchange meetings that enable wider discussions across the School. Student representatives are also represented on key College and University committees.

− All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.

− The University also has an annual Postgraduate Taught Experience Survey or PTES which helps us compare how we are doing with other institutions, to make changes that will improve what we do in future and to keep doing the things that you value.