

PROGRAMME SPECIFICATION

Course record information

Name and level of final award	MSc Finance (Banking) MSc Finance (International Finance) The MSc Finance (Banking) / MSc Finance (International Finance) is a postgraduate degree that is Bologna FQ-EHEA second cycle degree or diploma compatible.
Name and level of intermediate awards	Postgraduate Diploma in Finance (Banking) Postgraduate Diploma in Finance (International Finance) Postgraduate Certificate in Finance (Banking) Postgraduate Certificate in Finance (International Finance)
Awarding body/institution	University of Westminster
Teaching Institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Central London
Language of delivery and assessment	English
Mode, length of study and normal starting month	One year full time or two years part-time day. September start.
<u>QAA subject benchmarking group(s)</u>	No current benchmark statement for Masters' degrees in Finance has been issued. Since 2007, benchmarks exist for Masters degrees in Business and Management (PG). This has been taken into account in this review.
Professional statutory or regulatory body	Not applicable
Date of course validation/review	May 2018
Date of programme specification approval	May 2018
Valid for cohorts	From September 2018/19
Course Leader	Dr Stefan van Dellen – MSc Finance (Banking) Dr Tara Velez – MSc Finance (International Finance)

Course URL	westminster.ac.uk/courses/postgraduate
Westminster course code	For MSc Finance (Banking): PMFIN06F (FT) PMFIN01P (PT) For MSc Finance (International Finance): PMFIN07F (FT) PMFIN02P (PT)
JACS code	N300
UKPASS code	For MSc Finance (Banking): P09FPFIB (FT) P09PPFIB (PT) For MSc Finance (International Finance): P09FPFIF (FT) P09PPFIF (PT)

1. Admissions requirements

There are standard minimum [entry requirements](#) for all postgraduate 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: westminster.ac.uk/courses/postgraduate/how-to-apply

2. 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: westminster.ac.uk/study/current-students/your-studies/forms-and-procedures/recognition-of-prior-certified-learning-rpcl

3. Aims of the course

Following the Global Financial Crisis and a difficult period for the global economy, the world is starting to experience a technology-led transformation that is fuelling innovation in the global finance sector. This change offers great opportunities for advancement for the millennial generation in knowledge-driven economies. As such, the MSc Finance degree aims to create the talent pool to fulfil these needs and provide graduates with the required skills to successfully seek employment in the banking or international finance sectors. This degree will be of particular interest to people who do not necessarily have a traditional background in finance but are looking to change careers to pursue a career in finance or else people who already work in the financial markets but are seeking a further qualification for career progression purposes.

During the course of your studies, you will embark on an exciting journey of structured learning to gain a valuable Masters qualification, and skills to meet future challenges, where this highly flexible course places emphasis on academic rigour and vocational skills development in international contexts. This structured learning is designed around two distinct pathways, a banking pathway and an international finance pathway. All students will follow a common finance core structure in Semester 1, following which they will then choose a specialisation in either banking or international finance for Semester 2. This innovative structure is designed to provide students with a deep and systematic understanding of the general financial markets that will then enable them to choose their pathway for Semester 2, where they will then further develop their skills in their chosen area of specialisation.

The primary objectives of the MSc Finance degree (outlined below) are to develop students' capabilities in two stages. The first stage will enable students to synthesise knowledge and learning in the key areas of finance, and utilise analytical methods to be able to apply these to a variety of problems and challenges. The second stage places the learner in a contextual setting to enable deeper learning and educational experiences. You will learn how to apply the educational learning to meet challenges in the banking or international finance subject areas.

The banking pathway, aims to provide students with the advanced skills required to create professionals and leaders who seek to develop careers in retail, commercial and private banks as loan officers, private bankers, private wealth consultants, etc., or within the back and middle offices of an investment bank.

The international finance pathway caters for ambitious and high-motivated individuals who seek to succeed in a subject of truly global importance. We develop an in-depth knowledge of financial theory and practice, with a distinctive focus on financial institutions and their markets. Students choosing this pathway will aim to develop careers in international financial management or in consultancy with major international firms operating across national boundaries. The programme has a strong analytical focus and is designed to create graduate attributes that modern international companies seek in areas of finance. The course pathway opens a range careers for our students from international financial analysts to international management.

In summary, in order to meet our learning objectives and ensure that graduates have the required skills to excel in their career, the MSc Finance degree aims to provide students with the ability to demonstrate:

- 3.1 A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which will be at, or informed by, the forefront of banking or international finance.
- 3.2 A comprehensive understanding of the techniques applied to their research or advanced scholarship in the areas of banking or international finance.
- 3.3 Conceptual understanding that enables them to:
 - 3.3.1 To critically evaluate current research and advanced scholarship in banking or international finance.
 - 3.3.2 To evaluate methodologies and develop critiques of these and, where appropriate, to propose new hypotheses.
- 3.4 Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in area of banking or international finance.

Students graduating from this programme will therefore be able to:

- 3.5 Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.
- 3.6 Demonstrate self-direction and originality in tackling and solving problems , and act autonomously in planning and implementing tasks at a professional or equivalent level
- 3.7 Continue to advance their knowledge and understanding, and to develop new skills to a high level.

Finally, holders of the MSc Finance degree will have the qualities and transferable skills necessary for employment requiring:

- 3.8 The exercise of initiative and responsibility.
- 3.9 Decision-making in complex and unpredictable situations.
- 3.10 The independent learning ability required for continuing professional development.

4. 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:

- 4.1 Career development skills are embedded in all courses

- 4.2 Opportunities for part-time work, placements and work-related learning activities are widely available to students
- 4.3 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
- 4.4 Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.

With regard to the degree in particular, past graduates from previous versions of this programme have successfully gained employment at such institutions as Citibank, Sberbank, Société Générale and the Financial Conduct Authority, amongst others. In order to support students in finding similar employment, students are provided with:

- 4.5 Training in the University's purpose-built Financial Markets Suite (FMS), providing an unparalleled experience in a virtual trading room environment and access to one of the largest financial databases.
- 4.6 A mentoring scheme where international students will be paired with experienced individuals working with the banking or international finance sectors, thereby providing them with an opportunity to:
 - 4.6.1 Acquire an understanding of the professional world.
 - 4.6.2 Gain insight into their chosen career.
 - 4.6.3 Increase their professional network.
 - 4.6.4 Develop their employability skills.
 - 4.6.5 Build their self-confidence.
- 4.7 The opportunity to apply to undertake the PG/MBA Internship Programme, which forms part of the Reflective Practitioner module, where:
 - 4.7.1 You will be supported by the Business Experience Team in seeking an internship.
 - 4.7.2 You will gain an understanding of the issues surrounding graduate employment, including CV preparation, group or individual interviews and professional networking.
 - 4.7.3 You will gain transferable skills and commercial awareness after completing an 8 week internship relevant to banking or international finance.
 - 4.7.4 If you are an international student, doing an internship will provide you with an insight into British work context.
 - 4.7.5 By critically evaluating processes, practices and relationships in the employing organisation, you will develop your sense of business acumen.
 - 4.7.6 Provides an opportunity for you to "test drive" a career and explore different interests before completing your studies.
 - 4.7.7 You will receive a certificate of participation awarded by Westminster Business School and Student Affairs, after the successful completion of the programme.
- 4.8 The opportunity to attend field trips to different financial institutions and/or guest lectures by market practitioners on current issues within the financial markets.

It is worth noting that graduates from the MSc Finance degree will also have the required knowledge and skills to study further towards an MPhil/PhD degree or seek further professional qualifications.

5. Course learning outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning. These threshold statements of achievement and are linked to the knowledge, understanding and skills that a student will have gained on successfully completing a course. These are based on the Credit Level Descriptors for Higher Education (SEEC, 2016)¹ and meet the external reference points required for Masters degree qualifications.

5.1 Knowledge and understanding (KU)

By the end of the programme the successful student will be able to:

- 5.1.1 Operate in complex, unpredictable and specialised contexts within either banking or international finance, requiring the selection and application from a wide range of advanced techniques and information sources.
- 5.1.2 Exhibit a deep and systematic understanding within the fields of banking or international finance and the interrelationship of these with other relevant disciplines. In order to do this they will demonstrate an understanding of current theoretical and methodological approaches in banking or international finance and how these affect the way the knowledge base is interpreted.
- 5.1.3 Use ideas at a high level of abstraction. As such they will be able to develop critical responses to existing theoretical discourses, methodologies or practices in banking or international finance and suggest new concepts or approaches.

5.2 Specific skills (SS)

By the end of the programme the successful student will be able to:

- 5.2.1 Design and undertake substantial investigations to address significant areas of theory and/or practice in banking or international finance. As such they will select appropriate advanced methodological approaches and critically evaluate their effectiveness.
- 5.2.2 Flexibly and creatively apply knowledge in unfamiliar contexts, synthesise ideas or information in innovative ways, and generate transformative solutions within the disciplines of banking or international finance.
- 5.2.3 Undertake the analysis of complex, incomplete or contradictory evidence/data and judge the appropriateness of the enquiry methodologies used. In doing so, they will be able to recognise and argue for alternative approaches.
- 5.2.4 Autonomously adapt their performance to multiple contexts within banking or international finance.

5.3 Key transferable skills (KTS)

By the end of the programme the successful student will be able to:

- 5.3.1 Act with initiative in decision-making and access support within professional or given guidelines, accepting full accountability for outcomes.
- 5.3.2 Autonomously implement and evaluate improvements to performance, drawing on innovative or sector best practice.

¹ SEEC (2016) "Credit Level Descriptors for Higher Education" (2016 Edition) SEEC: Luton. (Available at: <http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf>)

- 5.3.3 Work effectively with multiple teams as the team leader or team member. As such, they will be able to clarify tasks and make appropriate use of the capacities of team members, resolving likely conflict situations before they arise.
- 5.3.4 Incorporate a critical ethical dimension to their practice, managing the implications of ethical dilemmas in banking or international finance. They will also be able to work proactively with others to formulate solutions.
- 5.3.5 Use personal reflection to analyse their selves and own actions. As such they will make connections between known and unknown areas, to allow for adaptation and change.
- 5.3.6 Identify, evaluate and maintain capabilities and qualities to support effective communication in a range of complex and specialised context within banking or international finance.

6. Learning, teaching and assessment methods

6.1 Learning

The MSc Finance degree is designed to provide students with a practice-focused, rather than merely theoretical, understanding of the structure and function of the areas of banking or international finance. With this in mind, students are exposed to a range of different learning methods, which in addition to the traditional lectures and seminars, also include computer lab sessions, case studies, guest lectures by practitioners, a review of current events from trade publications, such as the Financial Times, as well as external visits to different financial institutions. Students are also encouraged to keep up-to-date with market trends and further develop their database and computer literacy using the Financial Markets Suite, where they have a virtual trading room and access to one of the largest financial databases. The assessments in the degree are also designed to ensure that they are as practical and relevant as possible and that they develop the skills that employers actually require in addition to providing students with a deep and systematic understanding of the areas of banking or international finance.

The advanced, up-to-date and relevant material that will be studied is designed to challenge students and encourage them to bring their own experience to the learning process. Students will be required to work both independently and in a group environment. This will aid their ability to act with initiative when making decisions, taking responsibility for their own actions, as well as learning to work effectively within a team either as the team leader or just a member, resolving likely conflict situations before they arise.

Each module's learning outcomes, teaching and assessment will help achieve the course learning outcomes (discussed above) and will require students to:

- 6.1.1 Apply a range of analytical frameworks to current problems and policy issues facing the global financial markets and show understanding of these when completing case-studies, examinations and other forms of assessment.
- 6.1.2 Solve complex problems in a clear and systematic manner, where these solutions would be informed by a range of relevant knowledge, tools and techniques.
- 6.1.3 Act autonomously in planning and implement tasks in a professional setting.

In order to ensure that learning on the programme is as innovative and inclusive as possible so as to maximise student engagement, the programme is designed to:

- 6.1.4 Use a variety of innovative teaching methods, such as online pop quizzes and voting, practical sessions involving the use of relevant technology, to enable regular knowledge checks.
- 6.1.5 Encourage students to work in an inclusive and engaged manner, such as group assessments or encouraging students to engage in group study sessions, which builds their ability to follow instructions as well as the confidence to suggest their own ideas / solutions to problems.
- 6.1.6 Provides students with clearly defined opportunities to prepare for the workplace, such as CV and interview preparation sessions run by the Career Development Centre and guest lectures in which practitioners (often alumni) are invited to discuss a current topic/issue in banking or international finance.

6.2 Teaching

In line with the fact that the MSc Finance degree is designed to be as practical as possible, students are taught using a wide range of practical techniques, such as computer lab sessions, case-studies, simulations in addition to the more traditional lectures and seminars. All of these sessions are designed to reflect the latest developments in the banking or international finance areas, thereby ensuring that graduates have the required skills to successfully find employment in these sectors. To meet the needs of employers and the fact that these areas are becoming more technology based, students' quantitative and computer skills will be continuously developed and employed throughout the programme via the use of appropriate computer software , such as EViews, R or SQL, as well as financial databases, such as that provided in the Financial Markets Suite. Seminars will often involve the use of case studies to allow students to develop their problem solving and analytical capabilities.

Students will be provided with the relevant lecture and seminar materials each week via Blackboard. Students will also be provided with a reading list which outlines the required and further reading from the prescribed textbooks, where a limited number of copies are also available from the Library should they prefer not to purchase these. In addition to meeting the needs of employers', the advanced, up-to-date and relevant lecture and seminar materials are also designed to challenge students and encourage them to bring their own experience to learning process.

6.3 Assessment

The assessments on the MSc Finance programme have been designed to ensure that the module learning outcomes and ultimately the course learning outcomes are achieved and that graduates from the programme have demonstrated the required attributes² expected from a Masters level degree. Students on the programme will be assessed using a wide range of techniques, including time-constrained examinations with unseen questions and individual and team-based coursework and presentations. These assessments are also designed to mimic employment conditions in the banking and international finance areas, including, but not limited to, the need to write strategic reports and present to clients, or the need to answer unseen questions under time-constrained conditions in assessment centres during the job application process. Assessments are also designed to test students understanding of current market conditions as well as the current challenges and opportunities facing the financial markets as a whole.

² SEEC (2016) "Credit Level Descriptors for Higher Education" (2016 Edition) SEEC: Luton. (Available at: <http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf>)

6.4 Inclusivity and Further Learning, Teaching and Assessment Support

In order to ensure that learning on the programme is as innovative and inclusive as possible so as to maximise student engagement, the programme is designed to:

- 6.4.1 Use a variety of innovative teaching methods, such as online pop quizzes and voting, practical sessions involving the use of relevant technology, to enable regular knowledge checks.
- 6.4.2 Encourage students to work in an inclusive and engaged manner, such as group assessments or encouraging students to engage in group study sessions, which builds their ability to follow instructions as well as the confidence to suggest their own ideas / solutions to problems.
- 6.4.3 Provides students with clearly defined opportunities to prepare for the workplace, such as CV and interview preparation sessions run by the Career Development Centre and guest lectures in which practitioners (often alumni) are invited to discuss a current topic/issue in banking or international finance.

In terms of teaching, the teaching methods on the MSc Finance degree are designed to as inclusive as possible and provide the maximum level of support to students, in that:

- 6.4.4 Learning materials for the week are uploaded on Blackboard in advance of any teaching sessions (lectures, seminars, computer labs, etc.).
- 6.4.5 Lectures are either recorded or comparable alternatives, such as annotated slides or summary videos, are provided.
- 6.4.6 Any technical language, symbols and key terms are clearly defined and the background information for these is clear.
- 6.4.7 Tables and summaries are used to link ideas and highlight key concepts.

Finally, in terms of assessment, the degree is designed to ensure that:

- 6.4.8 A variety of assessments are offered to provide flexible ways of meeting the learning outcomes, and to ensure that assessments cater for the needs of students in need of further support, such as those with dyslexia, dyscalculia or dyspraxia.
- 6.4.9 Assessments test 'real world' problems that are socially, culturally and globally relevant and that these take into account students' different identities.
- 6.4.10 Clear and contextualised marking descriptors are available to both students and staff before any assessments.

7. Course structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year.

All students on the MSc Finance degree will be required to complete the same core modules in the first semester. Having completed the first semester, students will then choose their specialist pathway and will be required to complete the core modules for their chosen pathway as well as their choice of two of the option modules offered on their chosen pathway.

Credit Level 7: Pre-Pathway Selection Modules (Semester 1)				
Module code	Module title	Status	UK credit	ECTS
7FNCE026W	Financial Risk Management	Core	20	10
7FNCE027W	Financial Modelling	Core	20	10
7FNCE020W	Contemporary Finance	Core	20	10
7BUS013W	Research Methods in Finance & Accounting	Core	20	10

Credit Level 7: Banking Pathway Modules (Semester 2)				
Module code	Module title	Status	UK credit	ECTS
7FNCE033W	Project (Finance)	Core	20	10
7FNCE015W	Global Banking	Core	20	10
7FNCE028W	Wealth Management	Core	20	10
7FNCE029W	Corporate Financial Strategy	Option	20	10
7FNCE030W	Investment Banking	Option	20	10
7FNCE031W	Banking Technology	Option	20	10
7FNCE032W	Compliance & Banking Law	Option	20	10
7FNCE004W	Behavioural Finance	Option	20	10

Credit Level 7: International Finance Pathway Modules (Semester 2)				
Module code	Module title	Status	UK credit	ECTS
7FNCE033W	Project (Finance)	Core	20	10
7FNCE034W	International Financial Management	Core	20	10
7FNCE035W	Financial Statement Analysis & Valuation	Core	20	10
7FNCE036W	Treasury Risk Management	Option	20	10
7FNCE037W	Global Entrepreneurial Finance	Option	20	10
7FNCE038W	Project Finance	Option	20	10
7FNCE039W	International Trade Finance	Option	20	10
7FNCE015W	Global Banking	Option	20	10
7FNCE004W	Behavioural Finance	Option	20	10

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

8. Academic regulations

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

9. How will you be supported in your studies?

9.1 Course management

The Dean of Westminster Business School is ultimately responsible for all courses run within the Faculty, including the MSc Finance programme.

The MSc Finance management team consists of Dr Stefan van Dellen, the Course Leader of the MSc Finance (Banking) pathway, Dr Tara Velez, the Course Leader of the MSc Finance

(International Finance) pathway, and an Administrator. The MSc Finance management team is responsible for the academic integrity as well as the management and day-to-day running of the programme.

Mechanisms for the ongoing review of the programme as well as the evaluation of the respective learning, teaching and assessment methods include:

- 9.1.1 The initial validation of the programme (external peers, with expertise in the areas of finance, banking and international finance, are advisors to the validation panel).
- 9.1.2 Annual self-monitoring, which is carried out at various levels within the Faculty, including a report written by the Head of Department and the Dean of the Faculty.
- 9.1.3 An audit of the annual monitoring by the respective Faculty Learning, Teaching and Quality Sub-Committee (FLTQS), where their annual report is approved by the Faculty Executive Group and the University Academic Standards Group, and is then submitted to the University's Academic Council.
- 9.1.4 The period review / re-validation of the programme involving external advisors to the panel, where a programme is normally reviewed every six years.
- 9.1.5 The external examiners' feedback, where the University's academic staff have a very productive discussion with their external examiners; comments made by external examiners are taken very seriously and are a central part of the University's quality management and enhance process.
- 9.1.6 Regular programme team / departmental meetings, which deal with current developments in the subject discipline and action points from the Course Committee, annual monitoring and reviews.
- 9.1.7 The University's rigorous system of internal moderation of assessed work.
- 9.1.8 Well-developed procedures for staff development (including peer observation and appraisal).
- 9.1.9 QAA institutional audits, which include discipline audit trails covering about 10% of the student numbers in the University.
- 9.1.10 Regular interaction between Westminster Business School and practitioners and business people in the London area who advise and comment on new course proposals.

9.2 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 Faculty Registry Office. 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

9.3 Learning support

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students³ can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught at their Faculty. Students can also securely connect their own laptops and mobile devices to the University wireless network.

9.4 Support services

The University of Westminster Student Affairs department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University.

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

The course was initially approved by a University Validation Panel in 2018. 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 Faculty to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from Course Committees, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. Each Faculty puts in to place an action plan. This may for example include making changes on the way the module is taught, assessed or even how the course is structured in order to improve the course, in such cases an approval process is in place.

A Course review takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with review panels to provide feedback on their experiences. Student feedback from previous years e.g. from Course Committees is also part of the evidence used to assess how the course has been running.

9.6 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.

9.6.1 Through Course Committees students have the opportunity to express their voice in the running of their course. Student representatives are elected to Committee to expressly represent the views of their peer. The University and the Students' Union work together to provide a full induction to the role of the student representatives.

9.6.2 Each Faculty also has its own Faculty Student Forum with student representatives; this enables wider discussions across the Faculty. Student representatives are also represented on key Faculty and university committees.

³ Students enrolled at Collaborative partners may have differing access due to licence agreements.

- 9.6.3 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.
- 9.6.4 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.

Please note: This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Course Handbook provided to students and Module Handbooks, which provide more detailed information on the specific learning outcomes, content, teaching, learning and assessment methods for each module.

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