

Programme Specification

Course record information

Name and level of final award:	MSc Interaction Design and Computing is a masters of science degree that is Bologna FQ-EHEA first cycle degree or diploma compatible.
Name and level of intermediate awards:	Postgraduate Diploma Interaction Design and Computing Postgraduate Certificate Interaction Design and Computing
Awarding body/institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	London - Cavendish
Language of delivery and assessment:	English
Course/programme leader:	Ashif Tejani
Course URL:	www.westminster.ac.uk/courses/subjects/computer-science-and-software-engineering/postgraduate-courses
Mode and length of study:	Full Time – 1 year Part-Time (Mixed) – 2 years minimum
University of Westminster course code:	W50
JACS code:	
UKPASS code:	P004365
QAA subject benchmarking group:	Subject Benchmark Statement: Master's degrees in Computing, 2016, available online http://www.qaa.ac.uk/en/Publications/Documents/SBS-Computing-16.pdf
Professional body accreditation:	TBC for BCS
Date of course validation/review:	09/05/16
Date of programme specification:	09/05/16

Admissions requirements

The target applicants would be looking at a furthering a career in the digital and technologies sectors with a technical focus on user interactions, data application, mobile and emergent technologies and internet platforms.

Typically, they would be computer literate graduates with a good first degree of a minimum lower second class (2.2) in a related technical discipline such as computer science, multimedia, games development, or science with experience of coding with scripting languages. Applicants from different backgrounds who can demonstrate practical computing knowledge including programming will also be considered

The department is committed to widening participation in education, particularly with respect to mature applicants whose extensive experience of working in business and industry has given them maturity that may outweigh any gaps in academic qualifications. Applications of such candidates are encouraged, and will be considered carefully; moreover, where maturity may outweigh formal academic qualifications, the academic qualification requirement will be relaxed.

It is also anticipated that students may already be in employment in the sector and are undertaking the program to further enhance their career plans.

The relevance of the applicant's first degree or industrial experience and suitability for the course will be usually determined by interview and where relevant portfolio.

All applicants are required to submit with their application, copies of their academic and/or professional qualifications and transcripts, two references (one of which should be academic, for applicants who have been in Higher Education in the 5 years prior to applying for the course), and a statement explaining the reasons they want to be admitted to the course, what they expect from the course, how they are going to achieve it, what they will bring to the course, what their career aspirations are and how they think the course can help them achieve those aspirations.

The admissions policy conforms to the Equal Opportunities Policy and the Admissions Policy of the University of Westminster. Each application is considered on its individual merits and decisions in admitting applicants to the course are made based on evidence that the applicant is likely to benefit from the course and to complete it satisfactorily.

International applicants will be required to meet the minimum standard for the University of Westminster's postgraduate entry requirements for English of IELTS 6.5, with a minimum of 6.0 in all elements.

All successful applicants are sent well before the start of the course more detailed information about module, timetable and an up-to-date reference list of textbooks that they can use to prepare for the course. Successful applicants who are not practitioners in the field and/or who feel that they may need to do more preparation before the start of the course are strongly advised to contact the Admissions Tutor or the Course Leader for advice.

Part-time students are normally expected to be in full-time employment; those attending in part time day mode should have the agreement of their employers to attend the course, as they may be required to attend classes during work hours. Moreover, students are warned that a Masters programme of this type is by definition very intensive and it requires their total commitment if they are to be successful.

Aims of the course

This program will offer a focus on the specific and practical needs of the cross disciplinary digital interactive, internet, mobile, pervasive sectors with the aim to enable graduates to work within senior development, design and management positions or alternatively to start their own businesses.

To ensure this the curriculum will in addition to consideration of theoretical underpinnings and practical techniques also develop professional and transferable skills including project management, planning, communication and creative thinking. These skills and developed and/or assessed in all taught modules as well as the project.

The course aims to produce graduates who have built on their first degree or previous experience and further developed knowledge and skills that will enable them to be flexible professionals within an evolving sector and to take advantage of the interplay between technologies and systems.

To support this required knowledge and skill base the course has been designed to provide a focus on the development of practical knowledge and skills that are built upon the deployment of fundamental theory. The modules have been designed to ensure students focus on work practice and are exposed to the key concepts relevant to both industry and academia. The course shares modules from a pool of Departmental modules enabling specialisation in device and interaction development paradigms, data and business focused applications.

All modules will make use of practical coursework and assessment relevant to the subject including management, coding, media production and design. Several modules will have final examinations that will consist of both theoretical and practical questions thereby assessing the broader knowledge of the students.

The course also is designed to provide students with critical and evaluative perspectives of this discipline and develop the students' capacity for independent and self-reflective learning, ensuring their future contribution to research and development.

Employment and further study opportunities

The digital sector and linked economy as more and more aspects of business and society intertwine with technology have experienced significant growth both globally and the UK which is considered a key, if not the main hub of technological activity. This growth has seen increasing importance of specialised job profiles (including for example user experience, digital marketing roles, data science, mobile/app developers and social media analysts), stakeholders (including agencies as well as corporates) and sectors (mobile, social, web, analytics, service design) leading further away from general practitioner

The Digital Agenda for Europe (DAE)¹ was launched in 2010 as one of the seven flagships of Europe 2020, Europe's growth strategy for the period 2010-20.

The DAE Review emphasised the influence digital technologies were having on jobs and growth, noting that the internet is empowering people to create and share their ideas, giving rise to new content, entrepreneurs and markets.

The report stated that half of all productivity growth derives from investment in ICT. Internet traffic is doubling every 2–3 years and mobile internet traffic every year. By 2015 the report predicted that there will be 25 billion wirelessly connected devices globally; doubling to 50 billion in 2020. Mobile data traffic was expected to increase 12-fold between 2012 and 2018, and data traffic on smartphones to increase 14 times by 2018. There were more than 4 million ICT workers across many sectors in Europe and their number is growing by 3 per cent annually

In launching the Digital Agenda for Europe in 2010, the European Commission provided data to indicate that the ICT sector represents 4.8 per cent of the EU economy; generates 25 per cent of total business R&D; and ICT sector and investment in ICT are responsible for 50 per cent of productivity growth.²

Boston Consulting Group estimated that by 2016 the Internet economy in the G-20 economies will be worth USD 4.2 trillion (up from USD 2.3 trillion in 2010) and that the Internet contributes to as much as 8 per cent and over 12 per cent of GDP in South Korean and the United Kingdom, respectively.

The study noted that while economic growth as a whole is slow in most of the G-20 countries, the Internet economy will grow at an annual rate of 8 per cent, far outpacing growth in more 'traditional' sectors. Overall, it is estimated that the Internet economy in the G-20 will double in size between 2010 and 2016.³

The McKinsey Global Institute analysed data from the G8 and 5 other countries (Brazil, China, India, South Korea, and Sweden) and calculated that the internet accounted for 3.4 per cent of GDP, and had fuelled 21 per cent of GDP growth in the preceding five years.

Internet usage by SMEs was estimated to create a 10 per cent rise in their productivity. They also estimated that 2.6 new jobs were created in the digital sector for each lost.⁴

The mobile apps sector which started with the launch of the Apple App Store has shown exponential growth. The economic impact is significant and growing. A report commissioned by the industry mention revenues of more than €10 billion per annum or jobs in the order of 790.000 across the whole EU economy.⁵

Within the UK the sector has critical importance and reports suggest 14.4% of companies in the UK are involved in the Digital economy and some 1.46 million people are employed.

¹ <http://ec.europa.eu/digital-agenda/>

² Working Paper: Digital Economy - Facts & Figures, European Commission 2014

³ The Internet Economy in the G-20: The \$4.2 Trillion Growth Opportunity The Boston Consulting Group 2012.

⁴ Internet Matters: The Net's sweeping impact on growth, jobs, and prosperity. McKinsey Global Institute 2011.

⁵ The European App economy: CREATING JOBS AND DRIVING GROWTH. VisionMobile and Plum Consulting. Sponsored by ACT4Apps. September 2013

More than one million jobs were advertised in 2014 showing a growth of 28% and there are suggestions that the growth forecast is around 5.4% ⁶

The Business Growth Fund and Barclays published a report in March 2014 that supported the phenomenal growth experienced by tech businesses in the UK. Findings included that "the number of active companies increased by 7% in 2013 from 2.9m companies in total" and "the proportion of high-growth companies rose by 30% in the year to March 2013". London is home to Europe's fastest growing tech cluster, with 27% of all job growth in London generated by the tech and digital sector. ⁷

The study by Development Economics, commissioned by O2, uses econometric modelling to identify and predict the UK economy's digital skills needs over the next five years found that there would be a need for 750,000 new jobs in the digital sector in the UK by 2017 whilst it is worth noting that there has been focused growth in aspects of digital that were non-existent or small in 2010 including mobile, augmented, analytics, wearable and internet of things. ⁸

A recent study published by the Department of Culture, Media and Sports valued the creative industries as contributing was worth £133.b billion in 2014 accounting for 8.2% of the UK Economy. The Creative Economy has grown more than 25% in the last four years. Within this sector technology represents a substantial scale of impact both directly in terms of for example software as well as indirectly through areas such as digital marketing. Direct Gross added value (GVA) of just the SCO defined IT, software and computer services sectors were worth £36.6 billion in 2014. ⁹

Graduates from the course would find employment opportunities in the broader digital and interaction sectors working as user experience specialists, application and systems developers, data experts, and as entrepreneurs working for corporates, start-ups, digital agencies, web 2.0 enterprises and so on.

The Department has good links with industry and is supported by an Industrial Advisory Panel. Companies and Alumni make visits throughout the year and companies engage with courses through projects, briefs and placements.

⁶ Tech Nation Powering the Digital Economy, Tech City 2015

⁷ <http://www.theguardian.com/media-network/media-network-blog/2014/aug/18/uk-youth-shortage-digital-skills>

⁸ <http://www.telegraph.co.uk/technology/news/10281733/Digital-economy-needs-750000-workers.html>

⁹ Creative Industries Economic Estimates, Department of Culture, Media and Sports, January 2016

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

Graduates from the proceeding course have found employment in various companies, both corporates and agencies, as well as NGOs. This includes for example Cisco, Fuze, Hays, Hearst, Hubspot, KPMG, Lloyds Banking, Microsoft, Microsoft Xbox, Neverbland, News UK, Pearson, Periscopix, PwC, Reckitt Benkiser, QVC, Samsung, SapientNitro, Skype, TSL Digital, Vodafone Australia, We Are From Dust.

A number of graduates have started their own business including Software Optics Limited, Olyvon, Brave Media, D Crypt Digital, FanTeamz, and NU Creative.

Further Studies

MPhil/PhD in advanced interaction systems, UX/Service Design, VR/AR, data science and analytics at the University of Westminster or at other higher education institutions.

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.

Knowledge and understanding

With respect to a particular subject area, graduates will:

1. Have a systematic understanding of the knowledge base, and a critical awareness of current problems and/or new insights generated by both academic research and professional practice.
2. Have a comprehensive understanding of the methods and techniques applicable for the development of interactive products and artefacts, web and mobile systems, user interfaces and applications as well as understand and exploit data as part of such systems.
3. Demonstrate originality in application of knowledge and a practical understanding of how established techniques are used to create and interpret knowledge, together with the ability to apply this to novel application areas.
4. Be able to critically evaluate and use current methodologies and standards, and where appropriate propose new approaches.
5. Deal with complex issues systematically and creatively enabling them to make sound judgments in a complex and unpredictable context as well as communicate the conclusions to all stakeholders.
6. Demonstrate initiative, independence and originality in solving problems, planning and implementing tasks at a professional level.
7. Continue to advance their knowledge and understanding and to independently develop higher level skills.
8. Typically graduates will also gain conceptual and practical knowledge of:
 - a. The current context and the evolving nature of the sector as well as the opportunities available to develop careers.
 - b. The concepts, ideas, technologies and techniques that are the basis of current and emergent solutions, products and systems form the multimedia and apply this knowledge to producing high quality documentation and artefacts.
 - c. The nature of workflow, production processes, and management within the various business models involved.
 - d. Project management concepts and toolsets.
 - e. Potentials and limitations of existing methods, technologies and delivery mechanisms.
 - f. Applied knowledge in a variety of application toolsets within the conceptual and professional frameworks for production workflows.

Specific skills

The graduates will have the appropriate skills to be able:

1. Assess the requirements and solutions for a given problem or opportunity taking account of best practice, conventions, maximise efficient and strategic value and academic context.

2. Apply creativity and innovative thinking in the development and production of applications, product artefacts, interfaces, data solutions, coding and algorithms.
3. Reflect critically on the relationship between theory and practice and show consideration of the context in which the digital technology industry sits including the legal, ethical, contractual obligations as well as the economic and social factors that shape the industry.
4. Present information orally and in writing to clients/managers in a convincing and informative manner and appreciate the role of communication at all stages of workflow
5. Show business and technology awareness within the field
6. Offer analysis of a given problem to its separate underlying issues
7. Show application of appropriate methods and use of strategies and toolsets in solving problems in the field.
8. To demonstrate creativity, technical proficiency and critical evaluation in strategy, design, development, production, documentation and communication.
9. Apply practical competencies in object-oriented development and the scripting language paradigm as well as applying sound methods to increase efficiency in both coding and in media elements.
10. Use a range of core skills in the development of interactions and artefacts.
11. Plan, structure and assess the production of work in a professional manner.
12. Apply a range of tools and processes used by project managers to organise, plan, review and complete a project and demonstrate critical awareness of issues and risks.
13. Demonstrate research competence.

Key transferable skills

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

1. Group work: 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.
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.
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.
4. Management of information: Students will be able to competently undertake research tasks with minimum guidance; sieve through information clutter to identify relevance, to organise and present information effectively using different media.
5. Autonomy: Students will be independent and self-critical learners, who can act autonomously in planning and implementing tasks and who will be able to guide the learning of others.
6. Communication: Students can engage confidently in academic and professional communication with others, reporting on action clearly, autonomously and competently.

7. Problem solving: Students have independent learning ability required for continuing professional study, making professional use of others where appropriate.
8. Career management: Students should be able to undertake Preparation and action for professional work, work successfully with others, develop and show self-confidence and assertiveness and be confident with Self-promotion.

Some of these skills, such as Problem Solving skills and Communication skills, are intrinsic to the nature of the course and thus they have been assessed / developed by each and every assessment component. For other skills, like group work, this is embedded included in a number of modules, as this is reflective of the workplace.

Learning, teaching and assessment methods

Learning and Teaching

The learning 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.

Further instructor led sessions, where theoretical or practical in nature problems are addressed, usually supplements lectures. During these sessions students will attend tutorials, which will provide consideration of languages/systems and problem solving with contextualisation questions. These activities may be individual or group based, always with a member of staff guiding the work or on hand to help resolve problems.

Depending on the modules undertaken students will be exposed to core and current languages and industry standard development tools and technologies.

Case studies are used both in the lectures and tutorials to provide students with the opportunity to consider issues within a commercial context.

There are also seminar sessions in which students will present work to their classmates and assess each other's work. This for example is the case for Emergent and Social Interactive Platforms in which students review each other's papers.

The project is probably the most important aspect of the Master's programme. It plays a unifying role in the course by providing, in effect, the equivalent of a programme of integrated assignments that draws directly on all of the taught modules of the course.

Students are expected to work on the project that is on a topic that each student has chosen, in the summer months after the end of the taught part of the course under the supervision of a member of academic staff.

Generally, there are three types of projects: (a) projects proposed by students themselves (typically such projects are based on idea(s) a student has come up with that were developed following a supervisor input to an appropriate for the level and standard project); (b) projects based on an idea suggested by teaching staff that a student has researched and developed to an appropriate for the level and standard project; and finally (c) work-based projects, the latter of which, in most cases, are undertaken by part-time students.

To help students build the required background for their project and develop further their research skills, students are required to take a project preparatory module as part of which they are introduced to various project areas; choose the topic/area of their project; are allocated a project supervisor who, in most cases, has research interests in the area of a student's chosen project topic; research the area of their project; and devise a proposal detailed enough that will enable them to complete their project.

The supervisor acts in effect as someone who will guide students throughout the various phases of the project and who students will turn to in order to discuss their project work and receive feedback on the progress made and to have informed discussions on technical and research matters related to their project. Supervisors will also help students (a) decide on the scope of the project; (b) devise a project plan; (c) monitor their progress and adhere to target dates on provides; and (d) on how to tackle the writing up of the project report.

To support students in their studies and to allow access to module materials and course related information web-based teaching materials are used routinely. The modules' pages on the University's Virtual Learning Environment and/or the faculty's intranet pages are used as repositories for lecture notes, course/assessment schedules, coursework (including feedback) and occasionally for assessment purposes.

The course recognises the importance of individuals being able to function equally well both as individuals and as members of team; thus, group activities are encouraged and promoted.

To support and encourage student face to face interaction and collaborative work through exchange of emails, files, and online discussions, the facilities offered by the University's Virtual Learning Environment called Blackboard) are commonly utilised.

The core modules are designed to work together and support synoptic learning through which students can utilise work produced in one module towards the development workflow of another. This does not require the submission of work from one module to the other for assessment but to enable students to reuse materials towards a more significant development.

Engagement with industry through extracurricular presentations, mentoring, projects and coursework briefs is supported and encouraged.

To summarise, teaching and learning strategies involve the use of

9. case studies, to improve students' analytical and problem solving skills;
10. use of specialised software tools and packages
11. presentations from outside speakers with industrial experience, to enable students see how the taught material is applied in industry;
12. team/group work, to enable students develop further their teamwork skills to work effectively in a professional environment;
13. research methods involving the use of library and online sources to develop students research and analysis skills;
14. presentations and academic report writing as part of the assignments set, to develop further these important skills.

Full Time and Part Time Study Modes

The course usually starts at the middle of September with an induction day and presentations from the Module Leaders and Tutors. Classes normally start in the last week of September. The course is offered in two modes of study: Full Time and Part Time. Applicants will be advised on the mode of study offered on the course website and at interview.

In both modes modules will be scheduled both during the day as well as the evening and a timetable for modules will be provided during the year. It should be noted that as the course offers a number of option modules it might not always be possible to take a module if it clashes with a core module or another option. Furthermore, for option modules the student should discuss the requirements with the Module Leader as they may be required to have a certain degree of prior knowledge before they can take the module.

In Full Time and Part Time Mode students will take the taught modules over two semesters. A part time student would typically study the taught modules over four semesters. The taught modules including Research Methods would total 120 CATS Credits.

The project module worth 60 CATS credits is taken during the third semester and Full Time students should complete the course in one calendar year whilst part time students will typically complete the course in two calendar years, though can take longer to finish the course.

Full time

Full time students are required to take the three core taught modules (this includes the Research Methods and Professional Practice module which is a zero credits module but must be passed), three option modules and the project over 12 months.

September to January (Semester 1)	January to May (Semester 2)	June to September (Summer / Semester 3)
Digital Interaction Management and Entrepreneurship (Core) – 40 Credits		
Research Methods and Professional Practice (Core) – 0 Credits but must be passed		
Usability and User Experience Design (Core) – 20 Credits		
At least one option module; i.e. up to 60 credits (maximum) in total over semester 1 and 2.	Up to three option modules, depending on the number of option modules taken in semester 1; i.e. up to 60 credits (maximum) in total over semester 1 and 2.	Project – 60 Credits

Part time

Part Time students are usually required to take the core module **Usability and User Experience Design** in the first year of study along with three option modules. In the second year, part time students will take Digital Interaction Management and Entrepreneurship, Research Methods and the Project.

This allows students to be exposed to core design and interaction concepts as well as a grasp of interaction technologies, which will enable them to fully benefit from the Digital Interaction Management and Entrepreneurship module.

Year One

September to January (Semester 1)	January to May (Semester 2)	June to September (Summer / Semester 3)
Usability and User Experience Design (Core) – 20 Credits		
Up to three option modules (60 credits) over semester 1 and 2.		

Year Two

September to January (Semester 1)	January to May (Semester 2)	June to September (Summer / Semester 3)
Digital Interaction Management and Entrepreneurship (Core) – 40 Credits		Project – 60 Credits
Research Methods and Professional Practice (Core) – 0 Credits but must be passed		

Assessment

Students are assessed in a number of different modes and according to a variety of criteria on this course; in all cases though, assessment is closely connected to both teaching methodology and learning outcomes. Learning outcomes in modules show specific achievement targets, part of whose purpose is to allow precise assessment and evaluation. However, it is important that assessment should be seen as a vital part of the learning process; for this the formative element of the coursework-based assessment will be served through appropriate and timely feedback from the tutors.

The key elements in the assessment process are:

1. written assignments based on classroom learning and further reading and/or research;
2. practical assignments that involve applying ideas, concepts, methods tools and techniques learnt or investigated to solve a problem or address the requirements of a brief;
3. practical and written classroom based phase tests and final examinations under time constraints designed to test students' ability to apply and discuss concepts and techniques from the programme;
4. viva voce examinations and presentations will also form part of the assessment for modules.

A number of the taught modules in the programme are entirely assessed through coursework, but the diet of assessment for a significant number of modules involves both a coursework and an examination component, the latter of which normally takes the form of a two-hour examination at the end of the academic year.

Where the assessment of a module involves both examination and coursework, the relative weightings of the examination and coursework components are normally 70/30 or 50/50 for option modules. For modules, where the assessment diet involves a combination of coursework and exam students are expected to achieve a minimum mark of 35% in the exam and the coursework (on aggregate) and 50% overall in order to pass; however, for most of the coursework only modules students have to achieve a minimum qualifying mark of 35% in each individual coursework component and a 50% overall in order to pass.

Where possible assessment is linked to briefs set by and guided by industry. In addition to ensure the students have a balance of work there is the option of synoptic learning between two core taught modules of the course - Digital Interaction Management & Entrepreneurship and Usability and User Experience Design

The general principles governing assessment on the course are:

1. a variety of assessment methods are employed fit-for-purpose to measure particular learning outcomes;
2. the choice of assessment method(s) employed provides an opportunity for new learning and contributes to the learning process;
3. timely and formative feedback is given for all assessments, including examinations;
4. assessment is criterion-based, i.e. assessed work is marked using clearly stated assessment criteria, finally;
5. in selecting assessment methods consideration is given to maintaining an acceptable and balance assessment loading.

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.

Credit Level 7				
Module code	Module title	Status	UK credit	ECTS
7IDCO001W	Digital Interaction Management and Entrepreneurship	Core	40	20
7MMCS006W	Usability and User Experience Design	Core	20	10
7BUIS019W	Research Methods and Professional Practice	Core	0	0
7IDCO005W	Interaction Design and Computing Project	Core	60	30
7MMCS006W	Usability and User Experience Design	Core	20	10
7BDIN006W	Big Data Theory and Practice	Option	20	10
7BUIS008W	Data Mining and Machine Learning	Option	20	10
7BUIS009W	Data Visualisation and Dashboarding	Option	20	10
7IDCO002W	Emergent and Social Interactive Platforms	Option	20	10
7IDCO003W	Games Interaction Technology	Option	20	10
7IDCO004W	Mobile and Ubiquitous Computing	Option	20	10
7SENG002W	Mobile Application Development	Option	20	10
7BUIS025W	Web and Social Media Analytics	Option	20	10
	Free Choice module #	Option	20	10
Award of Postgraduate Diploma available				
Module code	Module title	Status	UK credit	ECTS
7IDCO001W	Digital Interaction Management and Entrepreneurship	Core	40	20
7MMCS006W	Usability and User Experience Design	Core	20	10
	Option Modules worth 60 modules	Option	60	30
Award of Postgraduate Certificate available				
Either or both of the				
Module code	Module title	Status	UK credit	ECTS
7IDCO001W	Digital Interaction Management and Entrepreneurship	Core	40	20
7MMCS006W	Usability and User Experience Design	Core	20	10
Module code	Module title	Status	UK credit	ECTS
	Option Modules worth up to 20 or 40 credits (up to a maximum of total 60 credits) depending on which and how many of the above modules has been passed	Option	20	10

Please note:

- Not all option modules will necessarily be offered in any one year and are subject to timetabling and required prior knowledge. The availability of modules depends on resources and on the numbers of students selecting a particular optional module.
- Although the Free Choice Module can be any postgraduate (level 7) 20 credit module offered by the Department, in practice students' options are limited in several ways; the free choice module has to be on a subject related to the students' programme of studies, it should not be dis-requisite / similar or prevent the student from taking any of the modules listed explicitly in his/her programme of studies.

In any case, the Course Leader has to approve the proposed Free Choice Module before a student registers it.

Academic regulations

The MSc Interaction Design & Computing and its intermediate awards operate in accordance with the University's Academic Regulations and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland published by the Quality Assurance Agency for Higher Education (QAA) in 2008.

All students should make sure that they access a copy of the current edition of the general University handbook called Essential Westminster, which is available at westminster.ac.uk/essential-westminster. The following regulations should be read in conjunction with Section 18: Framework for Postgraduate Taught Courses and relevant sections of the current Handbook of Academic Regulations, which is available at westminster.ac.uk/academic-regulations

Award

To be awarded the MSc in Interaction Design & Computing, a student must have the two core taught modules, Research Methods and Professional Practice, the Interaction Design and Computing Project module and three option modules.

To qualify for the award of MSc Interaction Design & Computing, a student must have:

- obtained a minimum of 180 credits at Level 7;
 - attempted modules worth no more than 240 credits; and
- Note: A first attempt of any module will count as an attempt, and a re-attempt of any module that a student has failed will count as a further, separate attempt. Re-assessment following referral at the first sit will not count as a further separate attempt.
- satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.

The University may award:

- a Masters Degree with Merit to a student whose marks average at least 60% across modules at Level 7.
- a Masters Degree with Distinction to a student whose marks average at least 70% across the modules at Level 7.

Intermediate awards

Students who are unable or do not wish to complete the MSc in Interaction Design and Computing, may be eligible to claim an intermediate award. A student shall not normally be allowed to claim more than one award within the same postgraduate route/course.

Postgraduate Diploma in Interaction Design & Computing

To be eligible for the award of a Postgraduate Diploma, a student must have:

- a) passed modules worth at least 120 credits at Level 7; and
- b) Passed the two core taught modules

The University may award

- a Postgraduate Diploma with Merit to a student whose marks average at least 60% across the modules contributing to the award, where the Diploma is the target award rather than an intermediate award conferred following failure in one or more modules, or
- a Postgraduate Diploma with Distinction to a student whose marks average at least 70% across the modules contributing to the award, where the Diploma is the target award rather than an intermediate award conferred following failure in one or more modules.

Postgraduate Certificate in Interaction Design & Computing

To be eligible for the award of a Postgraduate Certificate, a student must have:

- a) passed modules worth at least 60 credits at Level 7 and
- b) Passed at least one of the two taught core module.

The University may award

- a Postgraduate Certificate with Merit to a student whose marks average at least 60% across the modules contributing to the award, where the Diploma is the target award rather than an intermediate award conferred following failure in one or more modules, or
- a Postgraduate Certificate with Distinction to a student whose marks average at least 70% across the modules contributing to the award, where the Diploma is the target award rather than an intermediate award conferred following failure in one or more modules.

Support for students

Upon arrival, an induction programme will introduce students to the staff responsible for the course, the campus on which they will be studying, the Library and IT facilities and to the Faculty Registry. Students will be provided with the Course Handbook, which provides detailed information about the course. Students are allocated a personal tutor who can provide advice and guidance on academic matters.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at their Faculty. 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. 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.

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.

Student Affairs provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers and the chaplaincy providing multi-faith guidance. The Student Affairs Hub is located at 101 New Cavendish Street, Cavendish House (1st Floor), with an additional office located at the Harrow Campus. More information can be found at: westminster.ac.uk/study/new-students/when-you-arrive

The University of Westminster Students' Union also provides a range of facilities to support all students during their time at the University. For further information please visit uwsu.com

Reference points for the course

Internally

The University's Mission Statement and 2020 strategy

- The University's Quality Assurance and Enhancement Handbook (the yellow book), available online at www.westminster.ac.uk/about-us/our-university/corporate-information/policies-and-documents-a-z/essential-documents
- The University's Handbook of Academic Regulations (the red book) available online at www.westminster.ac.uk/study/current-students/resources/academic-regulations
- Learning & Teaching Guides for the Inclusive Curriculum for Disabled Students (2009) produced by ICDS Project Team
- Learning, Teaching & Assessment Strategy 2009-11
- Outcomes and actions of the Curriculum and Assessment Enhancement Workshop 2016
- Academic staff research interests in UX, Augmented and virtual reality, mobile development, digital management and enterprise.

Externally

- QAA, Subject Benchmark Statement: Master's degrees in Computing, 2016, available online <http://www.qaa.ac.uk/en/Publications/Documents/SBS-Computing-16.pdf>
- The Benchmarking Standards for Taught Masters Degrees in Computing, 2008 sponsored by CPHC and BCS,
- SEEC Credit Level Descriptors 2001, Jan 2002.

Professional body accreditation

The previous validated course is accredited by British Computer Society, (BCS); graduates of the course who wish become members of the BCS will be given partial exemption from the CITP. More information on BCS and membership paths can be found at www.bcs.org.

Quality management and enhancement

Course management

The Course Leader is responsible, through the Head of the Department, to the Dean of School for the academic management and organisation of the course.

The Course Leader, who is also the Admissions Tutor for the course, is assisted by an Examinations Officer and a Project Co-ordinator.

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.

Course approval, monitoring and review

The course was initially approved by a University Validation Panel in 1995 under the title MSc Interactive Multimedia and has gone through a number of revalidations the last being in 2010. The panel included internal peers from the University and external subject specialists from academia and industry to ensure the comparability of the course to those offered in other universities and the relevance to employers. Periodic course review helps to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers.

The course is 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 each Course Committee, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. The Annual Monitoring Sub-Committee considers the Faculty action plans resulting from this process and the outcomes are reported to the Academic Council, which has overall responsibility for the maintenance of quality and standards in the University.

Student involvement in Quality Assurance and Enhancement

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways. The most formal mechanism for feedback on the course is the Course Committee. Student representatives will be elected to sit on the Committee to represent the views of their peer group in various discussions. The University and the Students' Union work together to provide a full induction to the role of the course committee.

All students are invited to complete a Module Feedback 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 Student Experience Survey, which elicits feedback from students about their course and University experience.

Students meet with review panels when the periodic review of the course is conducted to provide oral feedback on their experience on the course. Student feedback from course committees is part of the Faculty's quality assurance evidence base.

For more information about this course:

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Faculty of Science and Technology
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Email: a.tejani@westminster.ac.uk

Course Enquiries:
Tel: +44 (0) 20 7915 5511
Email: admissions@westminster.ac.uk

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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