

PROGRAMME SPECIFICATION

Course record information

Name and level of final award:	BSc (Honours) Multimedia Computing BSc (Honours) Multimedia Computing with Industrial Placement BSc (Honours) Multimedia Computing is a B.Sc. Honours degree that is Bologna FQ-EHEA first cycle degree or diploma compatible.
Name and level of intermediate awards:	BSc Multimedia Computing Diploma of Higher Education in Multimedia Computing Certificate of Higher Education in Multimedia Computing
Awarding body/institution:	University of Westminster
Teaching Institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	Central London (Cavendish)
Language of delivery and assessment:	English
Mode, length of study and normal starting month:	3 years full time 4 years full-time with industry placement
QAA subject benchmarking group(s) :	QAA subject benchmark for Computing British Computer Society guidelines on accreditation
Professional statutory or regulatory body:	This programme is accredited by the British Computer Society (BCS)
Date of course validation/review:	February 2015
Date of programme specification approval:	December 2015
Valid for cohorts:	2016/17 for levels 4 and 5, 2017/18 for levels 4,5 and 6
Course Leader:	Dr Daphne Economou
UCAS code and URL:	http://www.westminster.ac.uk/courses/undergraduate

What are the minimum entry requirements for the course?

There are standard minimum [entry requirements](#) for all undergraduate courses. Students are advised to check the standard requirements for the most up-to-date information.

westminster.ac.uk/courses/undergraduate/how-to-apply

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/undergraduate/how-to-apply

Aims of the course

Multimedia Computing is a specialised topic of Computer Science that refers to computer-based systems, products and services that respond to the user's actions by presenting rich content such as text, graphics, animation and video using alternative forms of interaction. Multimedia is a multidisciplinary sector which incorporates computer systems and technologies, content and users. Thus, the multimedia industry requires practitioners with a combination of the following specialised skills:

- good understanding of user interface (UI) and user experience (UX) principles, and
- good technical competences for developing and controlling responsive interfaces that adopt to multiple platforms and devices and enabling various user interaction styles.

To address the current requirements of the multimedia sector the BSc (Hons) Multimedia Computing programme covers all aspects of the interactive media development process, from conceptualisation and design, to implementation and testing. The programme allows the understanding of principles that contribute to effective UX design, content management and optimisation to be meritoriously incorporated in interactive media and focuses primarily on the technical aspects of interactive media development. The BSc (Hons) Multimedia Computing programme offers three directions of specialisation:

- a. web application design and development;
- b. mobile application design and development; and
- c. 3D interfaces design and development.

Those areas of specialisation address directly an increasing skills shortage in the creative industry, a sector that offers currently employment to 2.5 million people in UK and is growing faster than the UK workforce as a whole. The TechCity UK 2015¹ report presents the distribution of digital companies across UK, the growth of Digital industry and the importance of capabilities per sector. British Interactive Media Association (BIMA) the industry body representing the digital industry in UK initiated in 2012 a campaign to raise awareness amongst young people to the digital talent shortage².

¹ TechCity UK, TechNation 2015, <http://www.techcityuk.com/>

² <https://www.bimaday.org.uk/about/>

Upon completion of the course students are expected to gain primarily the role of a front-end (interface) developer in the multimedia industry. However, since the multimedia sector relies on the work of interdisciplinary groups a range of design, production and management modules is involved in the course structure and after few years of work experience the students are expected to be able to progress to digital project management posts. The course gives the room for creativity and originality, it puts strong emphasis on employability and it equips the students with all the knowledge, the professional skills and the inspiration which is required to work on innovative ideas that can be developed in commercial products and start-ups. The industry needs are at the heart of this course. There are a number of talks from key industry organisations, as well as visits to computer shows and fairs and the students are strongly encouraged and supported to find internships and industrial placements.

The degree aims to provide students with:

- a solid knowledge and understanding of the fundamental principles and technologies which underpin the discipline of computing with emphasis on the technical skills that are required in IMP design and development;
- the understanding of principles that contribute to effective design of UX;
- good visual and layout skills
- the skills of planning and directing content management and optimisation to be effectively incorporated in interactive media products;
- a sound knowledge of programming and the practical use of industry tools and techniques to develop interactive media products;
- a sound knowledge of software engineering principles across the whole interactive media product development lifecycle;
- knowledge and skills to a range of real life scenarios to resolve business and technical problems and to encourage a disciplined and professional attitude towards the development of interactive media products;
- a motivating and inclusive environment where they have the opportunity to develop intellectually, socially, as well as independent and self-critical problem solvers;
- skills that will allow their further education at an advanced level, either in formal postgraduate study or as continued professional development.

What will you be expected to achieve?

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

- The overall **knowledge and understanding** you will gain from your course (KU).
- **Graduate attributes** are characteristics that you will have developed during the duration of your course (GA).
- **Professional and personal practice learning outcomes** are specific skills that you will be expected to have gained on successful completion of the course (PPP).
- **Key transferable skills** that you will be expected to have gained on successful completion of the course (KTS).

In following list of Learning Outcomes, L4 refers to your first year of study, L5 refers to your second year of study, and L6 refers to your final year of study. Each statement in the list describes a course learning outcome (statement of achievement) and its associated domain as described in the table below.

Code	Domain	Description
C	Client-User Focussed	Associated with the user interface and usability of systems. Focussed on the client component of systems.
D	Data	Relates to knowledge and application of the processing and storage of information.
M	Maths	Relates to mathematical skills and knowledge.
O	Operating Environment	Relates to knowledge and understanding of the environment in which users run application software.
P	Programming	Relates to programming and development skills.
S	Skills	Relates to professional and practical skills.

For example: **L4-C-LO1-MC**

L4, this at level 4 (first year)
C, it relates to the Client-User domain
LO1, learning outcome 1
MC, the course code i.e. Multimedia Computing.

Level 4 learning outcomes

Upon completion of level 4 you will be able to:

L4-M-LO1-MC - Analyse small scale problems focusing on interactive media products and design their solutions by applying algorithmic and mathematical techniques.

L4-M-LO2-MC - Apply core mathematical elements to solve algorithmic problems in interactive media product development.

L4-P-LO3-MC - Apply programming principles and constructs to implement solutions to small scale problems.

L4-D-LO4-MC - Methodically capture user requirements and create an IMP that meets them.

L4-D-LO5-MC - Describe, create and manipulate simple data collections, assets and creative elements through their underlying representation for interactive media systems.

L4-O-LO6-MC - Describe the structure of a computing system for interactive media, the design of its basic components and explain the interactions of hardware and software components.

L4-C-LO7-MC - Use appropriately the client-server architecture with respect to client design and security implications.

L4-S-LO8-MC - Recognise and explain behaviour constraints of a professional code of conduct towards third parties in a Multimedia Computing working environment.

L4-S-LO9-MC - Following guidance, review literature in Multimedia Computing and present in written and oral form own work and learning, critically comparing, contrasting and evaluating the findings.

Level 5 learning outcomes

Upon completion of level 5 you will be able to:

L5-M-LO1-MC - Specify, design, develop and test IMPs to solve real-life medium-scale problems with appropriate techniques.

L5-M-LO2-MC - Formally analyse and present experimental / user behaviour results to support high quality decision making using appropriate quantitative and statistical techniques.

L5-P-LO3-MC - Produce assets for the development of an IMP through appropriate professional digital content creation, following an object oriented approach. [This is now merged in L5-P-LO4-MC]

L5-P-LO4-MC - Develop user requirements, specifications and models of a medium-scale IMP into an implemented solution with appropriate digital assets, following an object oriented approach.

L5-D-LO5-MC - Demonstrate how information is modelled, persistently stored, manipulated and retrieved, as data, to serve scalable solutions to medium-scale IMP problems.

L5-D-LO6-MC - Employ a standard process such as storyboarding to design, represent and formally communicate the specification of an IMP.

L5-O-LO7-MC - Explain the life cycle of IMPs in the constraints of its operating technical environment.

L5-C-LO9-MC - Identify and explain security risks and their implications for IMPs.

L5-C-LO10-MC - Develop highly interactive, responsive and accessible web based IMPs with appropriate development and multimedia components to meet specific user needs.

L5-S-LO11-MC - Demonstrate professional responsibility in the development of quality interactive media solutions in a global context and the presentation and defence of these in multiple communication forms, supported by methodical research.

Level 6 learning outcomes

Upon completion of level 6 you will be able to:

L6-M-LO1-MC - Methodically and independently develop requirements to a solution for a large scale IMP problem using appropriate languages and tools.

L6-P-LO3-MC - Demonstrate technical skills in the production of advanced 3D animation and its incorporation to an IMP.

L6-D-LO4-MC - Appropriately optimise, explain and defend the structure and content of digital marketing elements of an IMP to improve public visibility and retrieval.

L6-O-LO5-MC - Develop mobile based IMPs through a mobile design appropriate for specific frameworks/platforms.

L6-C-LO8-MC - Identify and appraise the main threats to computer systems and networks security and integrity.

L6-C-LO10-MC - Demonstrate appropriate capabilities to enhance user experience through the adaptation of pervasive and ubiquitous computing.

L6-S-LO11-MC - Demonstrate complete handling of the full life-cycle of a multimedia computing project underpinned by an entrepreneurial approach and a focus on the needs of real clients and the wider society.

L6-S-LO12-MC - Apply appropriate research methodologies in carrying out independent research in multimedia computing and produce a report demonstrating evidence of critical thinking.

How will you learn?

Your course is a collection of learning opportunities. Using these opportunities will help you mature in attitude and competence, preparing you for your future career and life in general. Learning in your course is a partnership: expert University staff will guide you through the necessary core knowledge of your subject and help you develop an understanding, while you, increasingly, take the leading role in pursuing the learning that meets your specific needs.

Your course is organised into a number of **modules** at each level. These are the building blocks of your course. Each module consists of a number of learning activities over a number of weeks designed to help you achieve the knowledge and skills related to a particular area within your subject.

The principal aim of your course is to equip you for professional life, or higher study, relevant to your current programme of study.

To prepare you for this, the learning in your course will not take place only in the class. Your learning will use four methods, each supporting the others:

- **Lectures** will give you access to expertise and present you with the knowledge you need in your subject.
- **Practical tutorial or laboratory sessions** will allow you to understand, apply and strengthen your skills under the guidance of a tutor.
- **Independent study time** will let you take more control of your own learning and give you the framework that will help you to keep on learning without supervision.
- **Personal development** will allow you to complement your knowledge with the specific specialised skills that meet your individual needs.

In your first year of study (called **Level 4**) you will make the full transition into Higher Education. You will develop the key core skills for Computer Science complemented with the foundations of your specific course or pathway. To help this transition your course has additional classes and support sessions at this level which you will need to fully engage with so you can prepare for the advanced study that follows.

Your second year of study (**Level 5**) will help you develop some autonomy. At this level you will develop detailed knowledge in multimedia computing and will be able to deal with more areas by yourself and in teams, reflecting on your own strengths and identifying areas to specialise in. Following that level you may choose to have a year in industry (a **placement year**) to strengthen your understanding of industry needs through direct application of your evolving skills.

In your final year of study (**Level 6**) you will have learned to work autonomously with your lecturers increasingly being there to support you and challenge your thinking; this is the level that completes your preparation for going into industry and further study, with an ability to handle the complexity of large-scale systems and environments and with full control of your further development needs.

Throughout all levels of your course you will also develop necessary, distinct, attributes that will help you compete effectively in a global changing environment. The following tables present how graduate attributes are being developed via major computer science overarching themes and how those progressively evolve through levels in core modules.

Level 4

Graduate Attributes	Themes	Learning outcomes
Critical and creative thinkers	Mathematical modelling and problem solving	Analyse small scale problems focusing on interactive media products and design their solutions by applying algorithmic and mathematical techniques.
		Apply core mathematical elements to solve algorithmic problems in interactive media product development.
	Programming	Apply programming principles and constructs to implement solutions to small scale problems.
	Data modelling	Methodically capture user requirements and create an IMP that meets them.
Describe, create and manipulate simple data collections, assets and creative elements through their underlying representation for interactive media systems.		
Global in outlook and community engaged, Socially, environmentally and ethically aware	Operating environment	Describe the structure of a computing system for interactive media, the design of its basic components and explain the interactions of hardware and software components.
	Meeting client needs	Use appropriately the client-server architecture with respect to client design and security implications.
Socially, environmentally and ethically aware	Professional practice	Recognise and explain behaviour constraints of a professional code of conduct towards third parties in a Multimedia Computing working environment.
Literate and Effective Communicator		Following guidance, review literature in Multimedia Computing and present in written and oral form own work and learning, critically comparing, contrasting and evaluating the findings.

Level 4 modules

Programming Principles I, II	Computer Systems Fundamentals	Web Design & Development	User Experience Design	2D Interactive Media Development

Level 5

Graduate Attributes	Themes	Learning outcomes
Critical and creative thinkers	Mathematical modelling and problem solving	Specify, design, develop and test IMPs to solve real-life medium-scale problems with appropriate techniques.
		Formally analyse and present experimental / user behaviour results to support high quality decision making using appropriate quantitative and statistical techniques.
	Programming	Produce assets for the development of an IMP through appropriate professional digital content creation, following an object oriented approach
		Develop user requirements, specifications and models of a medium-scale IMP into an implemented solution with appropriate digital assets, following an object oriented approach.
	Data modelling	Demonstrate how information is modelled, persistently stored, manipulated and retrieved, as data, to serve scalable solutions to medium-scale IMP problems.
		Employ a standard process such as storyboarding to design, represent and formally communicate the specification of an IMP.
Global in outlook and community engaged, Socially, environmentally and ethically aware	Operating environment	Explain the life cycle of IMPs in the constraints of its operating technical environment.
	Meeting client needs	Identify and explain security risks and their implications for IMPs.
		Develop highly interactive, responsive and accessible web based IMPs with appropriate development and multimedia components to meet specific user needs.
Socially, environmentally and ethically aware	Professional practice	Demonstrate professional responsibility in the development of quality interactive media solutions in a global context and the presentation and defence of these in multiple communication forms, supported by methodical research.
Literate and Effective Communicator		

Level 5 modules

Object Oriented Programming	Advanced Client Side Development	Usability Testing	3D Interactive Media Development

Level 6

Graduate Attributes	Themes	Learning outcomes
Critical and creative thinkers	Mathematical modelling and problem solving	Methodically and independently develop requirements to a solution for a large scale IMP problem using appropriate languages and tools. Demonstrate technical skills in the production of advanced 3D game prototype.
	Programming	Demonstrate technical skills in the production of advanced 3D animation and its incorporation to an IMP.
	Data modelling	Appropriately optimise, explain and defend the structure and content of digital marketing elements of an IMP to improve public visibility and retrieval.
Global in outlook and community engaged, Socially, environmentally and ethically aware	Operating environment	Develop mobile based IMPs through a mobile design appropriate for specific frameworks/platforms.
	Meeting client needs	Identify and appraise the main threats to computer systems and networks security and integrity. Demonstrate appropriate capabilities to enhance user experience through the adaptation of pervasive and ubiquitous computing.
Socially, environmentally and ethically aware, entrepreneurial Literate and Effective Communicator		Professional practice

Level 6 modules

Search Engine Optimization and Social Media Marketing	Mobile User Experience	Advanced Interactive Media Development	Final Year Project

How will you be assessed?

As your learning continues it is important to stop every now and then and take stock of how much you learn so that you know where you are and how much more you still need to cover. In your course, assessment and feedback are the key elements in measuring learning. Assessment in your course has two functions: formative assessment is assessment that lets you see where you are in your learning and what you have learned so far, while summative assessment measures how much you have learned in a way that contributes to your overall grades.

You will undertake a **wide variety of assessment tasks** as you progress through your degree course. Their nature will vary according to your level and the nature of the task. Some, such as group work, will help you to develop practical skills alongside the more specific skills that are being assessed. You will write essays and research reports, and learn to write in a style suitable to a piece of academic work, and to make proper use of references and bibliographies.

Other forms of assessment will include practical exercises ranging from small tasks that might be completed in a tutorial, to something more complex like designing and writing a larger computer program. There will be some formal examinations (usually at the end of each academic year). Some of the work will be completed individually, and sometimes you will work with other students as part of a team, emulating as close as possible the environment you will face in your later life in industry.

Many assessments will be based on real-life scenarios typically found in multimedia development industry. This might include requirements elicitation for an interactive media product, proposing a design solution, implementing and testing the final product. Themes of projects that students have been working on was to design and develop a web app for London fashion week, or to advertise a Museum's temporal exhibition.

All assessments that contribute to your final grades will be assessed against set criteria, following rigorous quality mechanisms that ensure our academic judgement remains fair and consistent with the wider educational sector. Typically, assessment tasks will become longer, and more self-managed, as you get into the second year and the final year of your course and they will have less detail in guidance and more room for you to innovate through your own decisions informed by your own research in your specialist areas. **Assessment is designed to be a learning experience in itself** and will help you make that transition from small practical exercises to more complex piece of work towards the substantial, year-long, project of your final year.

To help you see how different areas connect with each other you will have in some cases tasks that assess the outcomes from different modules in one complex piece of work. These are called **synoptic assessments**. Examples of synoptic assessment for your course include the use of knowledge you would have gained in programming modules to create interactive media content and products, or use a user centered methodology to design interactive media products.

Throughout your learning you will get feedback. **Feedback** will help you reflect on what you have learned so you can identify the areas in which you are strong and the areas in which you need to learn more. Feedback will be given to you in response to assessment, in response to questions in lectures, seminars and tutorials, and in guidance you get during supervision. But feedback will also come from your interactions with other students and with industry. All feedback will be useful to help you guide your learning so that you develop the right skills faster.

Employment and further study opportunities

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

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

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

The BSc Multimedia Computing course aims to create high quality graduates with: a strong foundation of knowledge and technical skills; focus on solving real-world problems and creativity; the required adaptability and maturity to allow them to immediately contribute to their workplace environment.

Graduates of the BSc Multimedia Computing course will have been taught and utilised industrial tools and techniques and will be versed in all aspects of the interactive media product lifecycle. Graduates shall be independent thinkers, lifelong learners and be able to analyse, critically reflect, and be able to confidently and effectively communicate. Graduating from this BCS accredited course where professional skills and practice are embedded, graduates shall be able to meet the required professional and ethical standards expected in the modern workplace.

Successful graduates will be well equipped for broadening their knowledge by undertaking postgraduate programs at MSc level of study or higher in areas such as Digital Media, Human Computer Interaction, Web Technologies, Mobile Computing, 3D Animation, MBA, as well as PhD research.

The BSc Multimedia Computing course has been designed to enable graduates to possess the practical skills and knowledge to develop a range of technical careers within the creative industry, a sector that offers currently employment to 2.5 million people in UK and is growing faster than the UK workforce as a whole. Some indicative job titles include:

- **front end or client-side developer** (also known as web and mobile developer) deals with the development of those elements of an IMP that the user interacts with directly (depending on the option modules students will be choosing more extensive technical skills on native mobile application development could be acquired);
- **3D user interface developer**, specialist that straddles the divide between artist and engineer to help design and build 3D interactive media content, incorporate it in a 3D environment and use appropriate scripting to control such world-class, next-generation consumer interfaces;
- **user experience (UX) designer/specialist** is responsible of designing inventive and effective user/customer experiences;
- **digital designer/ animator**, understand UX, UI principles and be able to use authoring tools to create appropriate visual content (digital 2D/3D content, animations) and layouts;
- **back end developer/programmer** (also known as Web Developer/Engineer), is responsible for writing programs that run on a server using languages supported by the server to enable the dynamic content creation (such skills will be acquired depending on the option modules students will be choosing);
- **search engine optimization (SEO) specialist**, who is responsible for analysing a web site's business objectives, content, code and intended audiences in order to devise strategies for obtaining prominent listings in the results pages of search engines;

- **social media specialist**, is responsible for the ongoing management and growth of business's social media presence in alignment with business strategies and direction;
- **digital producer**, whose role is to make the first contact with the client to identify the product's intended purpose, objectives and audience and establish the product's requirements (to reach the role of producer requires usually few years of experience in the IMP sector);
- **digital project manager**, whose role is to lead the creative concept and technical development of interactive products (to reach the role of digital project managers requires usually years of experience in the IMP sector).

Other types of roles possible are in multimedia computing research in a commercial organisation or an academic institution.

Course structure

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

The list below shows the core and option modules that are available as part of the course and their credit value. A *core* module is one that must be attempted to gain the award of BSc Multimedia Computing. Student choice is allowed for by designating a number of modules at levels 5 and 6 as subject-specific *options*. Over the course of the programme students can take up to 2 free choices (either 2 options; or 1 option + 1 elective) at both level 5 and 6 (timetable dependant) though should seek advice from their personal tutor and other academics concerning their choice.

Some, but not all, of these modules will have to be taken to gain the award of BSc Multimedia Computing. The course specific regulations give full details of what must be taken and passed in order to gain an award.

BSc Multimedia Computing – Core Modules

Credit Level 4 - Core				
Module code	Module title	Status	UK credit	ECTS
4COSC001W	Programming Principles I	Core	20	10
4COSC005W	Programming Principles II	Core	20	10
4COSC004W	Computer Systems Fundamentals	Core	20	10
4MMCS003W	Web Design and Development	Core	20	10
4MMCS002W	User Experience	Core	20	10
4MMCS001W	2D Interactive Media Development	Core	20	10
Award of Certificate of Higher Education available				
Credit Level 5 - Core				
Module code	Module title	Status	UK credit	ECTS
5COSC001W	Object Oriented Programming	Core	20	10
5MMCS003W	Advanced Client-side Development	Core	20	10
5MMCS002W	Usability Testing	Core	20	10
5MMCS001W	3D Interactive Media Development	Core	20	10
Award of Diploma of Higher Education available				
In addition the module Computer Science Placement is core for those undertaking the Industrial Placement year.				

Credit Level 6 - Core				
Module code	Module title	Status	UK credit	ECTS
6COSC006W	Final Year Project	Core	40	20
6MMCS001W	Mobile User Experience	Core	20	10
6MMCS002W	Digital marketing, Social Media and Web Analytics	Core	20	10
6MMCS004W	Advanced Interactive Media Development	Core	20	10

BSc Multimedia Computing – Option Modules

Credit Level 5 – Options				
Module code	Module title	Status	UK credit	ECTS
5COSC006W	Server-side Web Development	Option	20	10
5COSC005W	Mobile Application Development	Option	20	10
5CCGD004W	Game Engine Architectures	Option	20	10
Credit Level 6 – Options				
6COSC004W	Mobile Native Application Development	Option	20	10
6BUIS002W	Information Driven Entrepreneurship and Enterprise	Option	20	10

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

Professional Body Accreditation or other external references

Reference points for the course

Internally

University Teaching and Learning policy statements,
University Quality Assurance Handbook and Modular Frameworks, staff research.

Externally

QAA Subject Benchmark statements,
Professional, Statutory, Regulatory Body requirements/guidance,
University and SEEC (credit consortium) level descriptors.

Professional body accreditation

British Computer Society (BCS) Criteria.

Academic Regulations

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

How will you be supported in your studies?

Course Management

The BSc *Honours* Multimedia Computing is under the Computer Science (CS) Department and the management structure supporting the course is as follows:

- **Course Leader.** Dr Daphne Economou, is responsible for day to day running and overall management of the course and development of the curriculum
- **Head of Department.** Dr Alexandra Psarrou, holds academic responsibility for the course and other courses within the Department
- **Dean of Faculty.** Professor Jane Lewis, holds overall responsibility for the course, and for the other courses run by the Faculty.

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.

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.

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.

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

The course was initially approved by a University Validation Panel in 2009. 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 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.

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

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 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.
- 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.
- 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 Student Experience Survey which seeks the opinions of students about their course and University experience. Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

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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