# Programme Specification: Creative and Professional Writing BA

## Course record information

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|---|---|
| **Name and level of final award** | • Bachelor of Arts with Honours - Creative and Professional Writing<br>• Bachelor of Arts with Honours - Creative and Professional Writing with International Experience<br>• Bachelor of Arts with Honours - Creative and Professional Writing with Professional Experience<br><br>The award is Bologna FQ-EHEA first cycle degree or diploma compatible |
| **Name and level of intermediate awards** | • Bachelor of Arts (BA) - Creative and Professional Writing<br>• Diploma of Higher Education (Dip HE) - Creative and Professional Writing<br>• Certificate of Higher Education (CertHE) - Creative and Professional Writing<br>• Undergraduate Credits - Creative and Professional Writing |
| **Awarding body/institution** | University of Westminster |
| **Teaching institution** | University of Westminster |
| **Status of awarding body/institution** | Recognised Body |
| **Location of delivery** | Primary: Central London<br>Secondary/Tertiary Locations: Harrow |
| **Language of delivery and assessment** | English |
| **QAA subject benchmarking group(s)** | Creative Writing (2019) https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-creative-writing.pdf?sfvrsn=2fe2cb81_4 |
| **Professional statutory or regulatory body** | |
| **Westminster course title, mode of attendance and standard length** | • Creative and Professional Writing, Full-time, September start - 3 years standard length with an optional year abroad or placement<br>• Creative and Professional Writing, Part-time day, September start - 6 years standard length with an optional year abroad or placement |
| **Valid for cohorts** | From 2024/5 |

# Admissions requirements

There are standard minimum entry requirements for all undergraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here: https://www.westminster.ac.uk/study/undergraduate/how-to-apply

# Recognition of Prior Learning

Applicants with prior certificated or experiential learning at the same level of the qualification for which they wish to apply are advised to visit the following page for further information:

https://www.westminster.ac.uk/current-students/guides-and-policies/student-matters/recognition-of-prior-learning

# Aims of the programme

Writing is everywhere. From the films we watch, the TV we stream and the books we read to the social media posts we write, the marketing pitches that surround us and the news stories we receive across print and digital formats. Increasingly too, that writing is not produced by people, but by AI. The BA Creative and Professional Writing (BA CPW) embraces the interconnected nature of these forms in our world today and both the challenges and opportunities that other-than-human generation brings. The course is founded on a desire to equip you with the skills you will need to develop your own creative work and distinctive voice, whilst simultaneously preparing you for the huge range of employment opportunities for which enhanced communication skills are highly prized.

The term Professional Writing encompasses the wide range of styles, forms tools and practices of writing used across businesses for purposes such as effective communication, content production, persuasion and promotion. Professional Writing, therefore, underpins careers in areas such as journalism, advertising, marketing and communications, production of educational guides and handbooks, public policy-making and content creation. Such areas also demand an understanding of narrative, and the course embraces the ways in which the study of this and other creative writing techniques - including editing, structure, connection with readers/audiences, and tight control of language register and style - can provide you with sought-after skills across creative and public-facing industries. We also recognise the fluid and often freelance nature of writing as a career and aim to develop both the discipline needed for self-starting work, such as working to deadlines, and the particular entrepreneurial skills for success as a writer.

From a creative writing perspective, the degree programme places emphasis on the fundamentals of prose, memoir, poetry and dramatic writing, and also on the proliferating expressions of these that new technologies have brought to the fore. Instagram poetry, flash fiction, extended series for streaming platforms, podcasts and immersive performance all represent opportunities for writers alongside more traditional modes. Crucially, your studies will also focus on routes into the creative and communication industries via a practical understanding of publishing, production and curation across digital and offline platforms.

We also aim to help you become expert in working with the writing of others and with the tools, like AI, that generate writing so that you are able to evaluate, critique and enhance communications. You will explore the ethics of writing and the importance of some of its underpinning practices such as research, interviewing, and understand the possibilities of writing, the significance of its place in cultures and societies and the power it has to amplify some voices while silencing others.

Behind these aims lies the belief that writing, in its many forms, is a life skill that enhances the ability to process our experiences, understand the perspective of others, and see the possibilities for positive change.

Supporting the University of Westminster's Black Lives Matter Commitment Plan as well as the wider Equality, Diversity and Inclusivity agenda, the BA CPW has been developed using an inclusive approach that ensures you will have a learning experience that respects diversity, encourages active participation, considers students' varying needs, encourages and enables you to tailor your learning according to your career and individual aspirations, and equips you with the skills to work in a diverse and changing world.

The course team is fully committed to equality, diversity and inclusivity in the curriculum, in teaching, learning and assessment practices, and in our learning spaces. We work together in ways that respect the experiences and perspectives that each of us bring.  We aim to eliminate all arbitrary barriers to your learning and to work with you to achieve that aim. Practically, you will see our commitment working in the following ways:

**Inclusive learning environmen**t: accessible materials are provided across all modules and study materials will be available in different media, such as audio or video. A range of assessment modes is employed, for example, in the module Genres, Forms and Styles, you will be able to produce several pieces of work and select those that you wish to

enter for assessment. For the final writing project, you will be able to choose between two modules - the creative writing project and the professional writing project. Whichever you choose, you will then be able to design your own project according to your particular areas of interest. In group work the emphasis is on process, the unique contribution that each person can make and the positive valuation of the particular contributions of others.

**Diversification of the curriculum**: all modules include a wide range of voices and narratives in the reading lists and other study materials. The speaker series in the core Reflective Writing modules welcomes a diverse list of visiting practitioners. Seminars are spaces of dialogue and the co-creation of knowledge through the exchange of ideas and experiences and you will be invited to contribute your suggestions for texts to study.

**Diverse and inclusive co- and extra-curricular activities**: the choice of professionals for practice-based workshops prioritises those whose voices have been under-represented across the range of professions and industries relevant to the course, and the fieldwork and study visit locations – notably on the module Writing the City - will be selected in consultation with you.

Finally, the course aims to foster opportunities, provide wide horizons and cultivate a global outlook. You have the option to work or study for a year abroad on the BA Creative and Professional Writing with International Experience (BA CPW-IE) or to take a year's work placement on the BA Creative and Professional Writing with Professional Experience (BA CPW-PE). There is also the chance to take shorter periods abroad or in work placement, these range from a few days on field trips through to one-semester modules that can be taken as part of your course, meaning that you do not take longer to complete your degree.

# 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 BA Creative and Professional Writing aims for its graduates to have the knowledge, skills, motivation, networks and connections to work across a wide variety of fields. The flexible toolkit of skills developed on the course facilitates movement into and between many different careers in rapidly-changing professional worlds. As well as the more obvious careers in writing, such as journalism, editing, publishing, copywriting, teaching and translation, students are encouraged to explore the wide applicability of their skills in other fields, such as science or art communication, data presentation, reviewing, digital content creation, subtitling, script editing, PR and story-telling for business. Governments, charities and NGOs all employ researchers, editors, policy brief writers and speech writers; museums, galleries and other arts and cultural institutions have education and communication departments - in all these roles expertise in writing and communication is key.

The course is part of the Employing Humanities programme. Employing Humanities is a School-wide scheme designed to develop work-readiness and to draw attention to the wide applicability of Humanities skills in working life and careers. It includes our Digital Humanities framework and Employing Humanities is staged at each level of study where it is embedded in the Academic Tutorials in Reflective Writing (levels 4 and 5) and the Project (level 6): level 4 is reflective, level 5 is experiential, and level 6 is spring-boarding into future work. Each level has a variety of appropriate activities, including employer fairs tailored to Humanities students and the 'Hackathon' where employers provide live briefs for student work. The programme also networks students into the many services, events and training provided by the Career Development Centre.

In addition, the BA CPW-IE provides an extended period of individual and academic development in a different national context. The BA CPW-PE ensures that, through the Work Experience year, students have the opportunity of an extended period of integrated learning from the professional workplace.

The course is intended to provide students with sophisticated critical and practical skills and a strong knowledge base across several different disciplinary fields. This enables further study at MA/MSc or PhD levels in a range of possible specialisms.

# 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)

### Level 4 course learning outcomes: upon completion of Level 4 you will be able to:

- 01 Identify and begin to use a broad range of writing techniques, forms and genres; ( KU )
- 02 Show developing personal practice in imaginative expression, precision and writing discipline; ( PPP KTS )
- 03 Outline the changing role of writing within professional contexts and explore specific forms of professional writing (e.g. policy writing, editing, advertising, press releases, audio description, etc.); ( KU PPP )
- 04 Recognise and begin to work with a range of writing techniques and platforms such as AI; ( PPP SS )
- 05 Explain forms of writing within contemporary and historical contexts and with regard to broader debates about race, gender, sexuality, power, class, and belief; ( KU )
- 06 Show an understanding of the value of process and the need for collaboration in writing; ( KU PPP KTS )
- 07 Reflect upon professional and personal skills across a range of relevant creative and professional writing contexts. ( GA PPP )

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

- 01 Use materials, concepts and techniques across modules in both creative and analytical fashion; ( SS CS )
- 02 Apply a sophisticated knowledge of at least one of the principal generic forms; ( KU )
- 03 Appraise and utilise different modes of production (e.g. blogging platforms, podcasts, print media); ( KTS )
- 04 Effectively manipulate text produced from identified sources, such as AI; ( PPP KTS )
- 05 Undertake research tasks, demonstrating awareness of ethical issues in both research process and presentation; ( KU PPP )
- 06 Demonstrate increased resourcefulness in relation to studies and work-readiness; ( GA PPP )
- 07 Locate, select and evaluate sources and data, and communicate findings. ( GA )

### Additional Year course learning outcomes: upon completion of Additional Year you will be able to:

- 08 (BA CPW-PE only) Evaluate and express the learning gains from extended work experience in a professional context; ( PPP )
- 09 (BA CPW-IE only) Demonstrate cross-cultural competence in an international context. ( PPP )

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

- 01 Demonstrate specialised interests within the fields of creative and professional writing; ( KU SS )
- 02 Evaluate and select techniques appropriate to specific forms of writing; ( SS CS )
- 03 Write at extended length with fluency, clarity and confidence; ( KU KTS )
- 04 Demonstrate advanced independence of thought, reflexivity and critical judgement; ( KTS CS )
- 05 Critically analyse the relationships between different forms of writing and their contemporary cultural, social and political contexts ( KU )
- 06 Work as part of an inclusive team in complex co-creative processes ( GA KTS )
- 07 Generate, manage and manipulate text from a wide range of sources, platforms and media. ( CS )
- 08 Manage a creative and professional profile, showing confidence and preparedness for work or further study. ( GA )

# How will you learn?

## Learning methods

The BA degree in Creative and Professional Writing (BA CPW) is founded on a desire to equip you with the skills you will need to develop your own creative work, whilst simultaneously preparing you for the continually evolving range of employment opportunities open to you. In recognition of the wide subject matter of the course, its specific teaching and learning strategies use a variety of inclusive learning, teaching and assessment methods to ensure that, together, they enable and empower every student to fulfil their potential and achieve a successful outcome.

Learning material is presented in ways that emphasise the combination and blending of the practical elements of the subject and its professional, ethical and societal contexts. Learning methods are aimed at facilitating your active and critical learning by the acquisition, understanding and application of knowledge, skills, and professionalism. The methods employed on the BA CPW, therefore, are all based on a principle of active engagement in which you will develop the responsibility and capacity for your own learning, both within and beyond the classroom.

A central element of the course that supports the development of active learning is the tutorial module. At level 4 this is 4CREW001W Reflective Writing 1, at Level 5 it is 5CREW001W Reflective Writing 2 and at level 6 the tutorials are embedded in the Individual Writing Project or Professional Writing Project (depending on which of those you choose to take). These tutorials are weekly timetabled meetings in a small group with your Academic Tutor, where you will be able to bring together learning from your different modules, develop projects, work through assessment preparation and feedback, and personalise your learning experience.

As the course is focused on your writing practice, you will be learning continuously through the process of drafting and re-drafting of your work. Throughout this formative work you will receive feedback. Each of your core modules has time dedicated to tutorials where you will meet your module teacher to discuss your work in progress. You will also learn from your peers as you share your work in progress with them in seminars or writing workshops.

Other learning specific methods include:

- Class-based learning (seminars, workshops, tutorials), usually augmented by learner engagement with weekly pre-class content provided online (recordings, readings, prep tasks, etc.);

- Team/group work inside and outside of the classroom to enable you to learn from one another and to further develop skills to work effectively in a professional environment;

- Learner engagement with weekly post-class consolidation and/or practical tasks feeding into the next session;

- Independent study including reading, seminar preparation, and assessment preparation;

- Engagement with library and online sources to develop  your research and analysis skills;

- Interaction with external speakers and industry professionals to enable students to appreciate how the taught material is applied across a range of professions and how various technologies / tools / methods / techniques are used across a range of professional activities;

- Informal learning in peer groups;

- Study visits and fieldwork.

You are supported throughout your studies by Blackboard, the University's Virtual Learning Environment (VLE), web-based teaching materials, and the Library and IT services. Blackboard functions as an interactive and dynamic digital learning platform and provides access to sites that give important information related to the course, individual modules, and general university information. Each module will provide the following online support: access to teaching material in a range of formats, online reading lists and access to e-readings, discussion boards, virtual study rooms for students to collaborate, and space for individual and group online meetings. Blackboard is also used for assessment purposes, including coursework submission and feedback.

## Teaching methods

Our teaching methods are aimed at enabling students' active participation in their learning through knowledge and skills acquisition by means of practical workshops, critical discussion, engagement and self-study. The teaching strategies employed on the BA CPW are wide-ranging and vary across the modules that make up the programme of study. Those selected for an individual module depend on what is most appropriate for the module's topic, learning outcomes, and assessment strategy, They may involve seminars, workshops, tutorials, and, for the final Project, individual supervision sessions. All modules combine critical debate with practice-focused activities. This approach encourages you to actively participate and get immediate individual feedback from peers and/or the tutor. The

Our teaching practice respects diversity of experience and opinion and provides a supportive space for learning. Seminars are used to provide a firm grounding in the contexts, methods, and techniques relevant to the module's topic. Seminars are made up of varying combinations of short, lecture style presentations from seminar leaders, student presentations and peer-to-peer feedback, plenary discussion, and work in small groups. Practical workshops will be led by industry experts (alongside academic staff), in appropriate spaces (including off site and online), and during them you will sometimes work alone, sometimes in groups, on practical problem-solving and receive training in relevant tools and methods. Lectures are very occasionally used if this is appropriate to the material, such as delivering information on a particular tool or method, but generally, more active learning is encouraged. Where lectures take place, they include interactive and participatory work. The teaching style is generally one of mentoring, in which your teachers are guiding the development of your own skills and capacities.

Individual supervision is provided to you when working on your final Project. You are able to choose between the creative and professional writing project modules. Both final Project modules are designed to unify and integrate skills and knowledge gained on the individual taught modules. To support you in successfully completing the Project, you will be allocated a supervisor who is a member of academic staff or industry practitioner. The supervisor will, in most cases, have professional experience in the area of your chosen project area or research topic.

At key stages in your academic studies, the decisions you will need to make – such as choice of option modules and Project topic – will be guided and supported by your Academic Tutor. Students will also be supported by the Course Leader and helped with personal issues that arise during their studies by their Personal Tutor and, where appropriate, the School Senior Tutor.

## Assessment methods

Assessments and feedback are an integral part of the learning process and enable you to gauge your progress, reflect on what you have learned, identify areas in which you are strong and areas in which you could further develop the right skills to enable success, and make informed decisions on the pace and focus of your own independent learning. On the BA CPW all assessments and feedback mechanisms are designed to form part of the learning experience and will take a variety of forms. For example, assessments may involve practical exercises ranging from small tasks that might be completed during a seminar to more complex tasks, such as the completion of a short story or a group investigation of a research topic. Some of the assessments are designed to be completed individually, while other assessments may require students to work as part of a team, emulating as closely as possible the environment you may encounter in a professional setting.Types of assessment used on BA CPW include creative work, essays, oral presentations, podcasts, portfolios of professional forms of writing (e.g. content for websites, newsletters, education guides, policy briefs) and reflexive criticism.

The courses have both formative and summative assessment. Formative assessment helps you establish where you are in your learning journey, what you have learned so far, and where you may improve; formative assessment does not contribute to your overall grades, but you will receive feedback on it.  Summative assessment measures how much you have learned and the marks do contribute to your final grade. The type and nature of the assessments employed on the BA CPW varies depending on the module and its associated learning outcomes, but as the course is focused on your writing practice the formative aspect of drafting and re-drafting is particularly important. You will find that several of your module have a 'portfolio' assessment - this is where you are able to choose which pieces of formative work you can submit for final summative marking. All your core modules have formative feedback built in - your module teacher (or Academic Tutor in Reflective Writing 1 and 2, or the supervisor of your final Project) will meet to discuss your work-in-progress in scheduled tutorial sessions.

The guiding principles in designing a module's assessment and its associated feedback are Purpose, Progression and Personalisation.

Purpose: assessment is authentic, meaning that it provides the chance to apply knowledge and competencies to real-world cases, situations, and briefs.

Progression: the choice of assessment method(s) employed provides an opportunity for new learning and contributes to your learning process. Your assessment(s) are clearly related to the overall pattern of the course and less familiar types (such as podcasts or policy briefs) are prepared for through formative work or with smaller elements practised in various modules.

Personalisation: you are able to make the assessment your own by choice of format or content.

For all your assessments, formative and summative, you will receive timely and forward-looking feedback with guidance on how you can improve your performance in future.

Formative feedback may come either individually as described or as part of a group in seminars and workshops. Summative feedback is always provided individually.

| Graduate Attribute | Evident in Course Outcomes |
|---|---|
| Critical and creative thinker | 01, 01, 01, 02, 04, 04 |
| Literate and effective communicator | 01, 02, 02, 03, 03, 03, 04, 06 |
| Entrepreneurial | 07, 08, 08 |
| Global in outlook and engaged in communities | 05, 05, 06, 08, 09 |
| Socially, ethically and environmentally aware | 04, 05, 05, 05 |

## Course Structure

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

Modules are described as:

- **Core** modules are compulsory and must be undertaken by all students on the course.

- **Option** modules give you a choice of modules and are normally related to your subject area.

- **Electives**: are modules from across the either the whole University or your College. Such modules allow you to broaden your academic experience. For example, where electives are indicated you may choose to commence the study of a foreign language alongside your course modules (and take this through to the final year), thereby adding further value to your degree.

- Additional information may also be included above each level for example where you must choose one of two specific modules.

## Modules

### Level 4

| Module Code | Module Title | Status | UK credit | ECTS |
|---|---|---|---|---|
| 4CREW001W | Reflective Writing 1 | Core | 20 | 10 |
| 4MECM005W | Storytelling Across Platforms | Core | 20 | 10 |
| 4CREW008W | Working with Texts 1 | Core | 20 | 10 |
| 4CREW006W | Writing the City | Core | 40 | 20 |
| 4CREW007W | Genre, Style and Form | Option | 20 | 10 |
| 4LANS003W | Interpersonal and Intercultural Communication | Option | 20 | 10 |
| 4ENGL003W | Language and Text | Option | 20 | 10 |
|  |  | Elective | 20 | 10 |

### Level 5

| Module Code | Module Title | Status | UK credit | ECTS |
|---|---|---|---|---|
| 5CREW002W | Forms of Writing | Core | 40 | 20 |
| 5CREW001W | Reflective Writing 2 | Core | 20 | 10 |
| 5CREW005W | Working with Texts 2 | Core | 20 | 10 |
| 5LANS001W | Language in the Public Space | Option | 20 | 10 |
| 5CREW004W | Screenwriting | Option | 20 | 10 |
| 5MECM006W | Stories, Updates, Feeds: Multiplatform News | Option | 20 | 10 |
| 5CLST002W | Working With Data | Option | 20 | 10 |

| Module Code | Module Title | Status | UK credit | ECTS |
|---|---|---|---|---|
| | | Elective | 20 | 10 |

## Additional Year

| Module Code | Module Title | Status | UK credit | ECTS |
|---|---|---|---|---|
| 5HUMS001W | Humanities Internship (Semester 1) | Option | 60 | 30 |
| 5HUMS002W | Humanities Internship (Semester 2) | Option | 60 | 30 |
| 5ENGL006W | Humanities Year Abroad Placement (Semester 1) | Option | 60 | 30 |
| 5ENGL007W | Humanities Year Abroad Placement (Semester 2) | Option | 60 | 30 |

## Level 6

6ENGL007W Work Placement cannot be chosen if you have taken a year abroad or a year on work placement (modules 5ENGL006w, 5ENGL007w, 5HUMS001w, 5HUMS002w)

You can choose EITHER 6CREW001w Individual Writing Project OR Professional Writing Project but cannot take both.

| Module Code | Module Title | Status | UK credit | ECTS |
|---|---|---|---|---|
| 6CREW001W | Individual Writing Project | Core | 40 | 20 |
| 6CREW005W | Professional Writing Project | Core | 40 | 20 |
| 6CREW006W | Publishing, Producing, Curating | Core | 20 | 10 |
| 6CREW004W | Writing Life | Core | 20 | 10 |
| 6ELIT005W | Issues in Culture | Option | 20 | 10 |
| 6LANS002W | Professionalising International Communication | Option | 20 | 10 |
| 6CLST002W | Social Change | Option | 20 | 10 |
| 6CREW003W | Special Topic: Genres in Writing | Option | 20 | 10 |
| 6ENGL004W | Work Placement for Humanities | Option | 20 | 10 |
| | | Elective | 20 | 10 |

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

## Professional body accreditation or other external references

# Course management

This is the management structure supporting the course:

- The Head of College holds overall responsibility for the course and for all other courses run by the College of Liberal Arts and Sciences.

- The Head of School holds overall responsibility for all courses offered in the School of Humanities.

- The Course Leader for the BA CPW, BA CPW-PE and BA CPW-IE is responsible for the day-to-day running and overall management of the courses and development of the curriculum.

- Each module has a designated Module Leader, who is responsible for the overall management of their module, coordinating the module team, and for the delivery, resourcing and smooth running of the module.

- The Course Team comprises the Course Leader and all the members of staff who teach on the course.

- The School Senior Tutor coordinates and oversees the School's Personal Tutoring team and has overall responsibility for the School's academic and personal support provided to students throughout their studies.

## Academic regulations

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

Course specific regulations apply to some courses.

## Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Campus Registry.  You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students.  Further information on Blackboard can be found at https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard

The Academic Learning Development Centre supports students in developing the skills required for higher education.  As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments. Further information on the Academic Learning Development Centre can be found at westminster.ac.uk/academic-learning-development.

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

## Support Services

The University of Westminster Student and Academic Services department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. Further information on the advice available to students can be found at https://www.westminster.ac.uk/student-advice

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at https://www.westminster.ac.uk/students-union

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

The course was initially approved by a University Validation Panel.  University Panels normally include internal peers from the University, academic(s) from another university. a representative from industry and a Student Advisor.

The course is also monitored each year by the College to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the

evidence of student surveys, student progression and achievement and reports from external examiners, in order to evaluate the effectiveness of the course and make changes where necessary.

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

## How do we act on student feedback?

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through student engagement activities at Course/Module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.

- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.;

- All students are invited to complete a questionnaire 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.

- Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

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