Programme Specification

UNIVERSITY OF WESTMINSTER

Course record information

Name and level of final award	• Bachelor of Arts with Honours - Architecture • Bachelor of Arts with Honours - Architecture with Professional Experience The award is Bologna FQ-EHEA first cycle degree or diploma compatible
Name and level of intermediate awards	• Bachelor of Arts (BA) - Architecture • Diploma of Higher Education (Dip HE) - Architecture • Certificate of Higher Education (CertHE) - Architecture
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Central London
Language of delivery and assessment	English
QAA subject benchmarking group(s)	Subject Benchmark Statement for Architecture 2020
Professional statutory or regulatory body	The course is prescribed by the Architects Registration Board (ARB), until December 2027, and validated by the Royal Institute of British Architects (RIBA), providing exemption from RIBA Part 1.
Westminster course title, mode of attendance and standard length	• BA Architecture FT, Full-time, September start - 3 years standard length with an optional year placement
Valid for cohorts	From 2026/7

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

Architecture, with creativity at its core, is an interesting, challenging and rewarding subject choice at university involving study of the arts, history, culture and technology from both an academic and vocational perspective. It has wide-ranging appeal to those seeking theoretical knowledge as well as practical skills, possibly with a view to becoming a practising architect, establishing a career in a related discipline or pursuing further awards in tertiary education.

The Undergraduate Programme, therefore, has been specifically developed as an introduction to the richness, sophistication and diversity of architecture and its associated influences. Students who complete the course with a classified degree are exempt from RIBA (Royal Institute of British Architects) Part 1 examinations. This is the first of three stages in academic and professional development, usually followed by a year of practical training and two further years of full-time study at postgraduate level (Part 2). A further year of practical training and part-time study normally ensues culminating in the Part 3 examination, following which successful students may make an application to the professional register administered by the Architects Registration Board (ARB) and membership of the RIBA.

The Programme has been structured to reflect the varied backgrounds and interests of entrants and the pluralist nature of the subject. Innovation and experimentation are encouraged throughout the Programme that, additionally, provides a sound, pragmatic basis for subsequent academic and professional development.

The Department is located within the School of Architecture and Cities on the Marylebone Campus, close to the RIBA and many other professional and cultural institutions.

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.

London offers unrivalled opportunities for students seeking full and part-time employment in the field.
As an intrinsic part of the Site Diary module (level 5), students meet practitioners and gain direct experience of professional site practices. In the Preparing for Practice module (level 6) students may undertake arranged work experience in an architectural practice. This has proved to be an extremely valuable exercise, many students making useful professional contacts, some returning for the practical training year to the same practice.

On successful completion of course, students gain an award that is an ARB-prescribed Part 1 qualification as well as exemption from Part 1 RIBA examinations. Following this, they may consider one of two options for academic and/or professional advancement:

- Direct progress to further academic studies at Master's level in a specialized field.
- A minimum of one year's practical training before applying for postgraduate architectural studies at March level (RIBA Part II). During this time students must keep a Personal Experience Development Record (PEDR). Students are encouraged to enroll on the Year Out Short Course that provides support and guidance for students in employment and those still looking for work. The Career Development Centre offers guidance and job opportunity notices to graduates.
- Employment in allied fields of design and construction.

The BA (Hons) Architecture course aims to create graduates who are:

Creative and critical thinkers:

Creative and critical thinking and are embodied in the creative skills that are central to architectural design. The graduate is able to:

- Contribute to the collaborative practice of design.

- Respond creatively to problematic scenarios and has the creative capacities to develop new approaches to resolving practical problems and scenarios using conceptual level thinking.
- Use a critical thinking approach to guide creative practice, grounding design synthesis in analysis and evaluation.

How is this learned?

- Design is an iterative, process shifting dynamically along range of creative and critical actions from initial research through to synthesis and back again. The design process initiates and guides continuous activities of self-directed learning and knowledge acquisition. Design is learned through practicing and is central to Design Studio.
- Learning to design involves the development of both intuitive and rational analytical skills, combining creative and critical thinking. It involves the simultaneous resolution of multi-dimensional criteria through a conceptual level approach.
- Presentations and crits are opportunities for reflexive thinking on the creative and critical process of design itself.

Literate and effective communicators:

The capacity to represent and communicate architectural ideas and proposals is key to the practice of architecture. The graduate:

- Communicates architectural proposals using representational techniques informed by current methodologies.
- Shares architectural ideas and approaches through oral and written form in a range of contexts from colleagues and collaborators through to formal presentation scenarios.

How is this learned?

- Visual presentations supported by oral communication are key elements of learning in design studio modules. Formative assessments may involve the explication of developing design coursework within an exploratory mode of learning to make and receive judgments, or the presentation of completed design proposals in formats that emulate professional practice contexts.
- The cultural context elements of the course develop capacities to communicate through dialogue, oral presentation and critical writing.

Entrepreneurial:

Architectural practice reflects many characteristics of entrepreneurship. The graduate:

- Understands the value of creative thinking as part of a resourceful approach to initiating, identifying and responding to practical opportunities.
- Evaluates their skills and abilities and suitability for roles through reflexive practice capacities.
- Understands the complexity of developing ideas through to realization.

How is this learned?

- Design Studio encourages students to develop creative and inventive approaches grounded in personal investment and values.
- The value of knowledge and skills and the motivation for gaining them is understood in the context of practical action and professional practice.
- Design is taught in small studio groups that encourage open-ended learning and student initiated opportunities.

Global in outlook and engaged in communities:

The graduate:

- Is aware of the global context of architectural practice and architectural traditions.
- Has a developed understanding of the professional community of architecture and the opportunities for engagement within it.
- Understands the importance of cultural values and diversity and is able to apply creative and critical approaches to engaging with users and community contexts.

How is this learned?

- Project based learning requires engagement through research with users and community contexts, often directly through first hand contacts and research.

- Architecture is grounded in a global knowledge base encompassing histories, technologies and traditions; the ideas and approaches that flow from them are vital to architectural practice. Students develop a familiarity with this context throughout the course and through their own developing design practice.
- Field trips and formal exchange programmes give students the opportunity to directly experience the wider community of architecture, its built heritage and current endeavours.
- The diversity of our architecture student community is reflected in the range of values and approaches to their researches and work.

Social, ethically and environmentally aware:

The graduate:

- Has knowledge of the current professional codes of conduct and ethical responsibilities and is able to relate them to architectural practice.
- Understands the social responsibilities of architectural practice and the role it can play supporting social change.
- Understands their ethical responsibilities and current professional codes of conduct relating to Climate Change and is able to apply them to their design practice.
- Can apply sustainable design principles in developing architectural concepts and proposals and in developing technical design resolution.

How is this learned?

- Engagement with professional practice during the course introduces students to the ethical and professional codes of conduct.
- Design studio challenges students to consider the social, cultural and environmental impact of their design practice, and teaches them learn how to appraise approaches and decisions.

WPBL (Work Practice Based Learning) is embedded throughout the course, from projects simulating on real Client briefs site visits, industry software training and practice placement, to extra-curricular activities such as field trips and industry events. These are delivered across Levels 4-6 in the Professional Practice Modules: at Level 4 - PS1 supervised introduction to Architectural Practices, at Level 5 - PS2 engagement with live building sites, and at Level 6 - PS3 optional supervised work placement or simulated architectural project.

What will you be expected to achieve?

Learning outcomes are statements of what successful students have achieved as a 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)
- Cognitive Skills, are learning outcomes that help build a conceptual understanding that is necessary to devise and sustain arguments, and/or to solve problems and comment on research.

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

- L4.1 (Design practices) Design straightforward architectural proposals to concept design stage with risk and experimentation using basic propositional, imaginative, creative and critical practices grounded in academic knowledge, and awareness of sustainable design principles and relevant technologies. (PPP)
- L4.2 (Technical Knowledge and Climate Literacy) Identify sustainable design principles and an outline knowledge of building materials, construction processes and structural strategies to the development of design proposals. (KU GA)
- L4.3 (History, theory and urban design knowledge) Demonstrate a basic understanding of the histories and theories of architecture and urban design and their inter-relationship with the allied fields of the arts and design, through the appraisal of existing buildings, places and spaces. (KU)
- L4.4 (Critical ambition and research) Identify evidence, arguments and assumptions that underpin judgments within

the discourse relating to architectural culture, theory and design; and relate strategic or conceptual level ideas that provide organizing and ordering frameworks to the design process in developing architectural proposals. (KTS)

- L4.5 (Communication) Communicate architectural ideas and proposals clearly and effectively using a range of current visual, spatial, digital and written media selected through a guided process of critical evaluation. (GA PPP)
- L4.6 (Reflective practice and Agency) Discuss your individual learning needs and responsibilities, and explore your academic interests in the context of course study options. (GA KTS)
- L4.7 (Social, ethical and environmental awareness) Identify the ethical issues involved in developing design ideas and proposals. (GA PPP)
- L4.8 (Professional and collaborative practice knowledge) Identify the range of types of architectural practice and ways of working. (KU)

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

- L5.1 (Design practices) Design architectural proposals to concept design stage with risk and experimentation using propositional, imaginative and iterative, creative and critical practices grounded in a body of professional practice and academic knowledge, informed by sustainable design principles and understanding of relevant technologies. (PPP)
- L5.2 (Technical knowledge and Climate Literacy) Outline sustainable design principles and a basic knowledge of building materials, construction processes and structural strategies to the technical resolution of architectural proposals, and design safe buildings for people to live and work in. (KU GA)
- L5.3 (History, theory and urban design knowledge) Critically evaluate the histories and theories of architecture and urban design and their inter-relationship with the allied fields of the arts and design, through the focused study of contemporary architectural issues. (KU)
- L5.4 (Critical ambition and research) Appraise evidence, arguments and assumptions that underpin judgments within the discourse relating to architectural culture, theory and design; and apply strategic or conceptual level ideas that provide organizing and ordering frameworks to the design process in developing architectural proposals. (KTS)
- L5.5 (Communication) Communicate architectural ideas and proposals clearly and effectively using a range of current visual, spatial, digital and written media selected through a guided process of critical evaluation. (GA PPP)
- L5.6 (Reflective practice and Agency) Identify and communicate your individual learning needs and responsibilities, and self-appraise your academic interests in the context of course study options. (GA KTS)
- L5.7 (Social, ethical and environmental awareness) Critically examine the ethical issues involved in developing design ideas and proposals and reflect on your experience of architectural practice against current professional codes of conduct. (GA PPP)
- L5.8 (Professional and collaborative practice knowledge) Outline the role of the architect in professional practice and the construction industry through the examination of the legal, development control and procurement processes involved in realising architectural designs. (KU)

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

- L6.1 (Design practices) Design relatively complex architectural proposals to developed design stage with risk and experimentation using self-guided propositional, imaginative and iterative creative and critical practices grounded in a body of professional practice and academic knowledge underpinned by sustainable design principles and understanding of relevant technologies. (PPP)
- L6.2 (Technical knowledge and Climate Literacy) Apply sustainable design principles and a systematic knowledge of building materials, construction processes and structural strategies to the technical resolution of architectural proposals, and design safe buildings for people to live and work in. (KU GA)
- L6.3 (History theory and urban design knowledge) Demonstrate a systematic comprehension of relevant histories and theories of architecture and urban design and their inter-relationship with the allied fields of the arts and design, through the self-directed study of a specialist area in some depth. (KU GA)
- L6.4 Critical ambition and research) Develop evidence, arguments and assumptions in order to make and present sound judgments within a structured discourse relating to architectural culture, theory and design; and synthesize strategic or conceptual level ideas that provide organizing and ordering frameworks to enable design ideas to be realized as architectural proposals. (KTS)
- L6.5 (Communication) Communicate relatively complex architectural ideas and proposals clearly and effectively using a range of current visual, spatial, digital and written media selected through a self-directed process of critical

evaluation. (GA PPP)

- L6.6 (Reflective practice and Agency) Manage your individual learning needs in the context of self-directed study, plan graduate practice opportunities and understand the personal responsibility required for further professional education. (GA KTS)
- L6.7 (Social, ethical and environmental awareness) Critically evaluate design ideas and proposals in the light of your ethical responsibilities and appraise your experience of architectural practice against current professional codes of conduct. (GA PPP)
- L6.8 (Professional and collaborative practice knowledge) Describe the role of the architect in practice and the construction industry and the professional qualities needed for decision-making in complex and unpredictable circumstances through the examination of professional practice management. (KU)

How will you learn?

Learning methods

Activities across the four main areas of the programme include: Design Studio, Cultural Context, Technical Studies and Preparing for Professional Practice. The Design Studio, which synthesises learning from the other subject strands, places great emphasis on project-based learning, and builds on student's prior knowledge and experience, their cultural context and personal interests.

Design studio Students learn and progress by attending studio sessions and through developing design project work that involves learning to conceptualise, make architectural proposals and evaluate them, guided by Studio Tutors. Students learn to respond to the critical appraisal of their work in tutorials and crits (formative assessment), research and integrate ideas and knowledge gained through co-requisite modules and peer and tutor led studio investigations and discussions. Students are encouraged to use creative approaches supported by extensive iterative design processes using a wide range of media. The level of self-directed learning increases through the course.

Cultural Context (History, Theory and Contemporary issues) Students learn by attending teaching session; undertaking self-directed reading, writing and research under tutor support and guidance, and progressing with coursework set by tutors. Learning is further developed through presenting and communicating formative work and research proposals to tutors and peers, and through critically appraising the work of peers. The level of self-directed learning increases through the course.

Technical studies Students learn by attending teaching sessions; undertaking self-directed reading, making building and construction site visits, attending construction site progress meetings and progressing with coursework and project work set by tutors. Investigation and independent study into areas of technical interest is undertaken with tutor support and guidance. Learning is further developed through presenting and communicating formative work and research proposals to tutors and peers, and through critically appraising the work of their peers. The level of self-directed learning increases through the course.

Preparation for Professional Practice Students learn by attending teaching sessions, and undertaking coursework set by tutors or through a period of work experience or mentoring in industry. They progress by recording, presenting and communicating their experience to tutors and peers. Through their Personal Development Plan (PDP), students reflect upon their progress over the course of their studies, consider their career opportunities and prepare for graduate employment.

Teaching methods

Design studio Students are taught through studio discussions, seminars, individual and group tutorials, and workshops, all focused on supporting students with the development of their project work. There is specialized support in the use of computers, drafting and representational techniques, and workshop equipment. Teaching is enriched with studio visits to sites, exhibitions, galleries and projects, and optional field trips. Critical discourse ('crits') involves discussion and feedback at interim and final stages of project work: these combine focused teaching input with formative assessment of student work.

Cultural Context (History, Theory and Contemporary issues) Students are taught in lectures, seminars, and individual and group tutorials.

Technical studies Technical studies is taught through lectures, seminars, individual and group tutorials, workshops, and technical crits that combine focused teaching input with formative assessment of student work.

Preparation for Professional Practice Students are taught through lectures, workshops and presentations that combine focused teaching input with formative assessment of student work.

Assessment methods

Assessment of the student's learning at a formative stage is through crits and presentations, interim portfolio submissions, and the review of written work. Summative assessment includes final portfolio submissions, written and/or illustrated texts such as journals, diaries, reports, sketchbooks, logbooks and letters. There are no formal class tests or written examinations; all assessment is of submitted coursework.
At each level of the course for design-based modules, Design Studio Leaders are involved in a marking moderation process during Portfolio Reviews to ensure parity of grading. Leaders are therefore familiar with the work of all Studios in the year, allowing for variations in content and complexity between sites and briefs to be carefully evaluated. A panel of External Examiners ratifies grades at the end of the academic year.

Equality Diversity and Inclusion

EDI policy

The course team is fully committed to enabling a supportive and safe learning environment which is equitable, diverse and inclusive, is based on mutual respect and trust, and in which harassment and discrimination are neither tolerated nor acceptable. Through the School of Architecture and Cities Equity Plan the course is implementing the University's Equality, Diversity and Inclusion Policy and its EDI Strategy 2021-25.

We are proud of our diverse student body in the school and see this diversity as one of our strengths, as a school, and an important factor in attracting applicants. Diversity therefore features in our teaching and assessment styles, in the student voice and student representation and in the school community and societies.

Admissions

We support and encourage applications from students from the broadest possible range of backgrounds. The admissions team look for interest and passion for the subject as much as creative skills and academic achievement.

Teaching and Learning Support:

We welcome students' broad range of backgrounds, educational experiences, and prior knowledge, skills and interests, and value the creative contribution these bring to their design work. Furthermore, students can engage with their own perspectives through the history and theory dissertation module.

We are actively broadening our reading lists and curricula, particularly in the history and theory subject areas, and are making efforts to ensure that Design Studio teaching embraces the wealth of London's cultural diversity.

Architecture and design courses typically have higher than average rates of dyslexia among students and staff, and we are familiar with the types of support students may need. The Disability Learning Support team provide advice and guidance, too, and we work closely with them to modify assessments and teaching formats to better meet the needs of our diverse student body. The laptop loan scheme, peer mentoring and peer support for learning are schemes which are already well established in the school.

Assessment

To promote inclusivity, we use a range of assessment styles and techniques, and assess a broad range of skills and knowledge. Panopto is used to record lectures wherever possible, and class materials are shared on Blackboard in advance of class and remain available afterwards. Teamwork and collaboration is a feature of our teaching and students are encouraged to engage in discussions and to learn from one another in a supportive campus environment and online. Assessments are 'authentic' wherever possible, too, meaning they model real-world examples and test skills and knowledge useful in the working environment. Feedback and marks are provided after each assessment and offer constructive criticism and advice on ways to improve.

Preparing students for graduate employment

The Preparation for Practice module, and our employability sessions support students' access to professional networks and into employment, and recognises professional bodies aims in nurturing a more diversity and inclusive industry.

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

Course specific regulations

Condoned Credit at Level 4

As a result of course specific regulations, condoned credit as detailed in Section 17 of the University regulations, is not available to students at Level 4 on this course.
Please note condoned credit is not available, University-wide, at Levels 5 and 6.

Progression Level 4 to Level 5

To progress from Level 4 to Level 5, a student must pass all core modules at Level 4 (120 credits).

Module Code	Module Title	Status	UK credit	ECTS
4ARCH008W	CC1: A History of Architecture	Core	20	10
4ARCH013W	DES1A: Introduction to Design and Skills	Core	20	10
4ARCH011W	DES1B: Design Project	Core	40	20
4ARCH014W	PS1: Introduction to Design Practice	Core	20	10
4ARCH009W	TS1: Introduction to Technical Studies	Core	20	10

Level 5

Course specific regulations

Progression Level 5 to Level 6

To progress from Level 5 to Level 6 full-time study, a student must pass all core modules at Level 5 (120 credits).

Module Code	Module Title	Status	UK credit	ECTS
5ARCH006W	CC2: Architectural History & Urbanism	Core	20	10
5ARCH012W	DES2A: Design Investigation	Core	20	10
5ARCH010W	DES2B: Design Projects	Core	40	20
5ARCH011W	PS2: Site Diary	Core	20	10
5ARCH013W	TS2: Environment + Detailed Design	Core	20	10

Additional Year

Optional Placement Year

Students must pass the module to receive the award "with Professional Experience"

Module Code	Module Title	Status	UK credit	ECTS
5ARCH014W	Architecture Placement Year	Option	120	60

Level 6

Module Code	Module Title	Status	UK credit	ECTS
6ARCH008W	CC3: Dissertation	Core	20	10
6ARCH012W	DES3A: Design and Technical Exploration	Core	20	10
6ARCH010W	DES3B: Major Design Project	Core	40	20
6ARCH011W	PS3: Preparing for Practice	Core	20	10
6ARCH013W	TS3: Technical Design Study: Exploration and Application	Core	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

The course is validated by the RIBA and prescribed by the ARB until 31 December 2027. Graduates gain exemption from the RIBA Part I examination.

Students and graduates are eligible to become student members of the RIBA (free) with significant membership benefits, including free access to the British Architectural Library (8 minutes walk from the Marylebone Campus). Further details can be found on the RIBA website.

Course management

The management structure supporting the course is as follows:

- The Year Heads are responsible for coordinating design studio tutoring and studio facilities; coordinating personal tutoring; general teaching and learning issues and design module leadership; student induction and orientation.
- The Course Leader is responsible for coordinating the overall management of the course, the development of the curriculum; admissions and marketing.
- The Head of School holds overall responsibility for the course, and for the other courses offered by the Department of Architecture.
- The Head of College holds overall responsibility for the Schools within the College.
- The Head of Personal Tutoring is responsible for coordinating the provision of pastoral care.

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 and additional support available. You will be provided with a Course Handbook, which provides detailed information about the course. Each course has a course leader or equivalent. 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 utilises 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. In addition to online resources in Blackboard, students can also attend Study Skills workshops and schedule 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 our libraries, each of which holds a collection of resources related to the subjects taught at that site. 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.

Support Services

The University of Westminster's Student and Academic Services department provides a range of advice and 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 annually by the College to ensure it is running effectively and that any issues that might affect the student experience have been appropriately addressed. Staff will consider evidence from various sources, including student surveys, student progression and achievement, and reports from external examiners, to evaluate the effectiveness of the course and make necessary changes.

Periodic reviews are also conducted to ensure that the curriculum remains up-to-date and that the skills acquired on the course continue to be relevant to employers. Representative students meet with a panel to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess the course's performance.

How do we act on student feedback?

Student feedback is important to the University, and student views are taken seriously. Student feedback is collected in various ways.

- Through student engagement activities at the course and 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 for each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be improved.
- Final-year undergraduate students will be asked to complete the National Student Survey, which helps inform the national university league tables. Postgraduate students will be asked to complete the Postgraduate Taught Survey (PTES).

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student may reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students.