Programme Specification

UNIVERSITY OF WESTMINSTER

Course record information

Name and level of final award	• Bachelor of Engineering with Honours - Software Engineering • Bachelor of Engineering with Honours - BEng Software Engineering with Industrial Experience FT • Bachelor of Engineering with Honours - Software Engineering with International Experience The award is Bologna FQ-EHEA first cycle degree or diploma compatible
Name and level of intermediate awards	• Bachelor of Engineering (BEng) - Software Engineering • Diploma of Higher Education (Dip HE) - Software Engineering • Certificate of Higher Education (CertHE) - Software Engineering
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)	QAA Subject Benchmark Statement - Computing March 2022 British Computer Society guidelines on accreditation
Professional statutory or regulatory body	British Computer Society (BCS); This course is CITP and partial CEng accredited by the BCS.
Westminster course title, mode of attendance and standard length	• BEng Software Engineering FT, Full-time, September start - 3 years standard length with an optional year abroad or placement
Valid for cohorts	From 2026/7 Level 4 entrants 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

As a software engineer, you will design, develop and maintain secure, reliable and efficient software systems. This requires applying a broad range of technologies and professional skills to ensure that solutions meet the needs of clients and stakeholders. By completing the BEng Software Engineering programme, you will gain the knowledge, technical capability and practical experience needed to enter the fast-paced and continually evolving software industry. You will learn to operate effectively in professional environments, adapt to new tools and technologies, and contribute to the improvement of existing systems or the development of new ones. These capabilities are essential in the modern software sector, and the programme is designed to support your transition into a responsible, skilled and confident software engineering professional.

The BEng Software Engineering course will:

- Equip you with the theoretical knowledge and practical skills required to design, develop, test, and maintain complex software systems, using state-of-the-art methods and tools, preparing you for professional practice in diverse engineering contexts;
- Cultivate your ability to think analytically and solve complex engineering problems through the application of software engineering principles;
- Encourage creativity and innovation in the design of software systems, with consideration for usability, performance, scalability, security, and sustainability;
- Instil an understanding of the legal, social, ethical, and environmental implications of software engineering practice;
- Develop your ability to communicate technical information clearly and work effectively in diverse teams, reflecting the collaborative nature of modern software engineering;
- Promote awareness of the global context of software engineering, including cultural diversity, international standards, and the societal impact of technology;
- Prepare you for continued professional development, postgraduate study, and leadership roles by fostering lifelong learning, adaptability, and a commitment to excellence.

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 course offers a short-term work-based learning experience by providing you with an opportunity to work on a real-life problem which is normally set by an external organisation as a small-scale project.

This project forms a part of the assessment in a designated module called 5COSC021W Agile Team Project. This module provides the structure for your learning and receiving support from the module team. You will work on the project on your own and/or as part of a small team within and outside the class. During this time, you may also get a chance to interact with the organisation that has set the project. The quality of the work that you produce for the project get assessed as part of the module's assessment.

This experience will allow you to put theory into practice by applying your knowledge and skills gained from various modules to address a real-life situation, usually within the context of a business-related problem. Furthermore, this experience will help you develop subject-specific technical skills as well as certain employability skills such as leadership, organisation and commercial awareness.

After completing your second year you also have the option to take a year in industry, where you apply your knowledge directly in a professional environment, or an International Experience Year, which allows you to study or work abroad and develop global awareness, intercultural competence, and independence. The Careers Development Centre and the course team support you in finding and securing both types of placements, offering guidance on applications, CV preparation, and employer engagement.

The BEng Software Engineering course aims to create high quality graduates who have a strong focus on solving real-world problems, will have adaptability and maturity, and have a strong foundation of knowledge and the technical capability to be able to immediately contribute to their workplace environment. Graduates of the course will have been taught and utilised industrial tools and techniques and will be versed in all aspects of software engineering. As well as having a solid background in software development, graduates from the course shall also have multiple specialism in various areas of software engineering related fields during their early years as a computing professional. Graduates shall be independent thinkers, lifelong learners and be able to analyse, critically reflect, and be able to confidently and effectively communicate.

On completing the course, you will be well prepared for a range of professional software engineering roles. Modern software development is highly collaborative, and the course reflects this through modules that develop your skills in design, implementation and project management within multidisciplinary teams.

As a graduate of an accredited programme, you will meet the professional and ethical standards expected in contemporary software engineering practice. You will also be well-positioned to continue your studies at the postgraduate level, including Master's or doctoral programmes, should you wish to deepen or broaden your expertise.

Typical career paths include roles within software development teams responsible for designing, implementing and maintaining distributed or large-scale applications. You may progress into positions such as software engineer, senior or lead developer, software designer, systems analyst, systems administrator or advanced programmer. Opportunities also exist in commercial research settings or academic environments. With knowledge of emerging areas such as artificial intelligence, you will be equipped to enter a modern and evolving job market.

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:

- L4.01 Design, implement, debug and test small-scale software solutions using fundamental programming and object-oriented principles. (KU)
- L4.02 Apply mathematical and logical reasoning to analyse and solve introductory computational problems. (KU KTS)
- L4.03 Develop accessible and inclusive user interfaces that take account of basic Equality, Diversity and Inclusion (EDI) principles. (KU)
- L4.04 Gather, organise and document system requirements and technical information, and communicate design decisions clearly to different audiences. (PPP)
- L4.05 Use AI tools responsibly and efficiently, recognising potential biases and the ethical implications of their use in software development. (GA)
- L4.06 Explain the role of software engineering within the development lifecycle, and recognise how professional practice, lifelong learning and sustainability considerations contribute to employability. (PPP)

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

- L5.01 Design and implement relational and non-relational database systems by applying appropriate data-modelling, storage and querying techniques using SQL and NoSQL technologies. (PPP)
- L5.02 Develop and evaluate medium-scale software systems using suitable programming frameworks, libraries and architectural patterns. (PPP)
- L5.03 Collaborate effectively in agile teams to elicit requirements, design solutions and implement software through iterative development cycles. (GA)
- L5.04 Analyse and apply algorithms and data structures, evaluating their computational complexity and considering their environmental impact. (KU GA)
- L5.05 Integrate sustainability principles into software design and development decisions, demonstrating awareness of long-term technical implications. (PPP)
- L5.06 Apply software engineering practices such as testing, version control, documentation and code reviews to ensure the reliability, maintainability and professional quality of software solutions. (KU GA KTS)

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

- 1EY.1 Enable personal development by devising a programme of international study that complements the content of the home degree programme and/or develops other interests. (GA PPP KTS)
- 1EY.2 Appreciate the challenges and opportunities of studying/ working in an international context. (GA PPP KTS)
- 1EY.3 Demonstrate an understanding of, and respect for, the cultural norms and differences of the host country at a societal level as part of an inclusive, global outlook. (GA PPP KTS)
- 1PY.1 Experience commercial application of engineering knowhow and identify the factors affecting products and services in IT industry. (KU GA PPP KTS)
- 1PY.2 Demonstrate the acquisition of a range of professional, practical, and key-transferrable skills relevant to the fields of computing. (KU GA PPP KTS)
- 1PY.3 Take personal responsibility for directing your own learning and future career making the best use of the opportunities, experiences and people that were available to you during your placement year. (GA PPP KTS)
- 1PY.4 Draw upon the diverse approaches, perspectives, knowledge and experience of a diverse workforce, treating all individuals with respect and recognising their contribution to the host organisation. (KU GA PPP KTS)

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

- L6.01 Design, develop and justify large-scale, full-stack software systems that meet complex and specified requirements, demonstrating effective integration of multiple technologies. (KTS)
- L6.02 Deploy, monitor and maintain software solutions in real-world environments, critically evaluating issues of scalability, reliability and performance. (KU)
- L6.03 Apply and critically assess secure software engineering practices to identify, mitigate and prevent vulnerabilities across the software lifecycle. (KU)
- L6.04 Conduct independent research to investigate emerging technologies or methodologies, and communicate findings through clear, well-structured written and oral outputs that critically evaluate their relevance and impact. (KTS)
- L6.05 Plan, manage and review a substantial software project, balancing technical, organisational and stakeholder constraints while demonstrating autonomy and professional judgement. (PPP)
- L6.06 Critically evaluate sustainability and ethical considerations in software engineering, integrating these principles into decision-making and professional practice. (KTS)

How will you learn?

Learning methods

The BEng Software Engineering course uses a variety of teaching and assessment methods to ensure that you are supported to achieve your full potential and the best possible outcome. A principal aim of the course is to prepare you for professional practice or further study in computing. To this end, the course is organised into a structured set of modules at different levels, each directly aligned with the aims and learning outcomes of the programme. These modules provide the main learning opportunities across the course. Every module consists of learning activities delivered over several weeks, designed to help you develop the knowledge and skills required in software engineering.

A key principle that underpins the learning and teaching methods on this course is learning through practice. To understand and master the specialist skills and techniques required in software engineering, you learn by doing. This applies to practical programming and system development tasks through project work, as well as analytical and problem-solving skills through the application of taught principles to technical challenges.

Much of your learning takes place through active participation in interactive practical sessions. At the end of these sessions, you receive feedback to help you understand your progress. For example, laboratory activities often form part of the formative assessment process, where you are supported to complete tasks and receive written, verbal, or qualitative feedback. These formative activities build your confidence and capability so that you are well prepared for the final summative assessments in each module. Throughout the course, lecturers provide feedback individually or to the whole class.

To develop transferable and professional skills, you take part in a range of activities such as group work, code reviews, presentations and collaborative problem-solving tasks. These experiences help you build teamwork, communication and time-management skills. You will also be required to present and defend your work, which enables you to reflect critically on your learning and develop the ability to communicate your ideas clearly and concisely.

How is Equality, Diversity, and Inclusivity (EDI) addressed in your course

Equality, Diversity and Inclusivity are embedded throughout the BSc Computer Games Development programme. You learn in an environment that is supportive, respectful and accessible, with teaching methods and learning resources designed to meet a wide range of needs and backgrounds. You are encouraged to work in ways that reflect your interests, strengths and career ambitions, and you will have opportunities to shape your learning through your project choices and optional modules.

You study in a community built on mutual trust and respect, where collaboration and open discussion are central to the learning experience. Teaching materials are designed to be as inclusive as possible, and staff work with you to identify and remove barriers to learning. A range of assessment types is used across the course to give you different ways to demonstrate your abilities.

You benefit from an inclusive physical and digital learning environment, access to specialist support where required, and exposure to a diverse set of perspectives through guest speakers, group work and extracurricular activities such as game jams. The course team is committed to ensuring that you can participate fully, develop confidence, and succeed in a diverse and changing industry.

Sustainability

This programme aligns with the University's commitment to the UN Sustainable Development Goals and the *Being*

Westminster values by embedding sustainability thinking across all levels of study. You will be encouraged to consider the environmental and economic impacts of technology and practice as part of your learning, with each level of the course integrating domain-relevant sustainability principles. This ensures that, as you progress, you develop both the technical expertise and the responsible mindset expected of modern computing and engineering professionals.

Teaching methods

We use a range of teaching methods to support your learning. Our aim is to prepare you for professional practice by exposing you to industry-relevant tools, techniques and development environments throughout the course.

You learn through lectures, practical classes, workshops, laboratory sessions, project work, individual supervision and guided online materials. Lectures introduce fundamental concepts, methods and development strategies, and help you understand how different areas of computer science connect. These sessions include interactive elements to encourage active engagement.

Practical classes and laboratories give you hands-on experience with programming, software tools and problem-solving tasks. You are encouraged to collaborate with others as you apply ideas from lectures to real-world scenarios. Workshops, sometimes delivered with input from industry experts, help you work towards key project milestones and develop skills relevant to professional practice.

Some modules use online quizzes and other activities to support remote learning. These quizzes provide immediate feedback, help you monitor your understanding and allow tutors to identify areas where additional support may be needed.

Authentic assessment is embedded across the course so that you practise skills required in the software engineering profession. You will work on investigative tasks, applied technical problems and project-based assignments where you create artefacts that reflect real software development contexts.

Your final-year project brings together the knowledge and skills gained across the programme. You will design and deliver a substantial piece of work, supported by an academic supervisor who guides you through the process.

To ensure accessibility and flexibility, each module provides online support such as access to learning materials, reading lists, discussion spaces and virtual study rooms. You also receive academic support from module leaders, your personal tutor and the course team at key decision points, such as selecting option modules or choosing your final-year project.

Independent study is an essential part of the course. We help you develop the habits and skills needed for continual professional development (CPD) through group-based activities, taught frameworks, extracurricular opportunities and assessment formats that encourage planning, reflection and self-directed learning

Assessment methods

Assessment and feedback are central to your learning. They help you understand your progress, reflect on what you have achieved, identify areas for improvement and make informed decisions about your independent study. Assessment on the BEng Software Engineering course is guided by the principles of Purpose, Progression and Personalisation.

Purpose

Assessments are designed to be authentic, giving you opportunities to apply your computing knowledge and professional skills to real-world problems using industry-relevant tools and techniques. Each assessment method is clearly aligned with the module learning outcomes, and the workload is balanced so that you can manage your time effectively across the course.

Progression

Assessments are structured to support your development over time. You encounter a variety of assessment types that encourage new learning rather than unnecessary repetition. Less familiar formats are introduced gradually, supported by formative activities such as practice labs, workshops, or targeted exercises that help you prepare for summative tasks.

Personalisation

You are encouraged to make assessments your own through your design choices, implementation approaches and reflective work. You receive timely feedback on all assessments, with clear guidance on how to improve your performance in future tasks.

Across the programme, assessment is designed to be:

- demonstrative, allowing you to test and consolidate your understanding;
- rigorous, requiring correct, efficient and well-reasoned solutions;
- challenging, encouraging deep analysis and problem-solving;
- workplace relevant, reflecting the expectations and practices of the computing profession.

You complete a range of assessment types, from small technical tasks carried out in practical sessions to larger individual and group projects developed over a full semester. Some assessments require independent work, while others involve teamwork that mirrors professional software development environments.

Each module includes formative assessment, which does not count toward your final grade but helps you identify your strengths, diagnose gaps in your understanding and receive feedback that guides your progress. Formative activities may include quizzes, short tests, reflective tasks or group-based problem-solving exercises. Summative assessments contribute to your module grade and are always assessed against clear criteria linked directly to the module learning outcomes.

The course provides inclusive, engaging and authentic assessment and feedback strategies designed to give you equal opportunities to demonstrate your abilities and to support your development as a competent and confident software engineering professional.

Example of Summative assessments used in the course	
Practical Coursework / Practical based portfolio	You will be expected to complete lab tasks following lab guidelines, demonstrate competency in the safe, secure and ethical use of tools and either answer specific questions about the labs (Coursework) or analyse your results based on a given scenario (Portfolio). This type of assessment is used to assess the technical skills you acquired during the term and your ability to apply your knowledge gained in the correct context following the correct procedures and standards.
Group Presentation with/without Group Coursework	You will be working in a group, typically of 3 to 4 members, investigating a specific problem, implementing a product or researching a specific topic. You will be expected to give a presentation to demonstrate your group work. This is usually followed by a brief discussion and questions and answers with your peers and instructor. Generally, you will need to discuss in detail what the group has achieved, and how, and also how the work and the team member responsibilities were distributed. You will also in some cases be expected to write a technical design report. This type of authentic assessment is used to assess your ability to work in teams in a context that closely matches typical teamwork activities found in industry. This demonstrate that you are able to be productive and complete your given tasks in a timely manner. This assessment generally has both a group and an individual mark component.
ICT (exam conditions)	You will be expected to sit an in-class test under timed conditions. Typically, these in-class tests can be a closed-book or open-book where you will have access to certain materials. This assessment is used to assess understanding of fundamental concepts, ability to apply theory to a range of problems and to substantiate ownership of work. Tests help ensure you can demonstrate that you have developed a deep understanding of the subject which enables you to cope with complex problems that require deep insight in order to provide secure and optimal solutions. This time-constrained assessment is authentic in that it verifies that you will have sufficient depth and coverage of knowledge in order to successfully solve typical time-critical engineering problems. It also helps you prepare for other professional exams and training.
Lab test	You will be expected to complete a specific lab task in the lab. This will be in most cases a timed activity where you are given instructions and a set of tasks to complete. This type of assessment is used to assess and evaluate your technical skills and/or ownership of work submitted.
Coursework Case study	You will be required to work on a scenario that illustrates a specific problem. You will have to study this problem and assess it and take decisions or make recommendations. This will require research and analysis and potentially implementation in order for you to produce an assessment and recommendation. This type of assessment is used to assess your understanding of topics related to your module and how you can apply your knowledge to a given scenario. This type of assessment usually requires you to evaluate your given solution or method and justify your answers.

Research essay	You will be expected to conduct in-depth research on a specific topic. This involves examining various resources, concepts and ideas about the topic you are researching. This type of assessment is used to assess your ability to critically evaluate research material and concisely summarise, formulating your own recommendations and suggestions depending on the context.
Oral Assessment and/or Individual Presentation	You will be expected to present in a form of either a presentation or discussion on a given topic. This could also be a part of your dissertation where you will be expected to sit a viva voce assessment to defend your work. This type of assessment is used to assess the authenticity of your work and give you an opportunity to explain the reasoning of the choices, methods and principles used in your work. This assesses a wide range of practical, analytical, and interpretative skills that demonstrate your understanding of the topic and your refection.
Artefact	You will be expected to produce a product such as code implementation or a document containing a set of recommendation and guidelines that demonstrate your ability to innovate to provide solutions to a given problem. This assessment is used to assess your ability to produce quality artefacts as this is an essential requirement in the workplace.
Report	You will be expected to produce a document that outlines activities you have undertaken. This can be for lab work that you have completed, a work experience and work placement that you undertook, your reflective comments about a specific topic or a description of the design processes used for a given artefact. This type of assessment is used to evaluate how you can convey technical matters about activities you have conducted in an academic, concise, and justified manner.
Dissertation	This will probably be the biggest document you will have to produce for your entire studies. You will be expected to produce an extended piece of written work, that contains substantial evidence of research, investigations, and possibly implementation, all related to a specific problem you have chosen. Dissertations are the result of your independent work, carried out under the guidance of a supervisor. This type of assessment is used to verify that you have developed a sound understanding of the course material and are able to utilise the skills and knowledge gained in order to produce an independent and substantial project that successfully meets the given requirements.

Graduate Attribute	**Evident in Course Outcomes**
Critical and creative thinker	1PY.1, 1PY.3, L4.01, L4.02, L4.04, L4.05, L4.06, L5.01, L5.02, L5.03, L5.04, L5.05, L5.06, L6.01, L6.02, L6.03
Literate and effective communicator	1EY.1, L4.04, L4.06, L6.04, L6.05
Entrepreneurial	1PY.1, 1PY.2, 1PY.3, L4.06, L5.03, L6.06
Global in outlook and engaged in communities	1EY.1, 1EY.2, 1EY.3, 1PY.4, L4.03, L4.06, L5.03, L6.04, L6.05
Socially, ethically and environmentally aware	1EY.2, 1EY.3, 1PY.4, L4.03, L4.05, L5.04, L5.05, L6.06

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
4COSC013W	Applications of AI and Prompt Engineering	Core	20	10
4COSC002W	Mathematics for Computing	Core	20	10
4COSC001W	Software Development I	Core	20	10
4COSC005W	Software Development II	Core	20	10
4SENG002W	Software Engineering Professional Practices	Core	20	10
4COSC011W	Web Design and Development	Core	20	10

Level 5

Module Code	Module Title	Status	UK credit	ECTS
5COSC021W	Agile Team Project	Core	20	10
5COSC024W	Back-end Web Development	Core	20	10
5SENG003W	Data Structures and Algorithms	Core	20	10
5COSC020W	Database Systems	Core	20	10
5COSC019W	Object Oriented Programming	Core	20	10
5COSC023W	Mobile Application Development	Option	20	10
5CCGD015W	Mobile Game Development	Option	20	10
5DATA002W	Practical Machine Learning	Option	20	10
5CSEF004W	Web Application Penetration Testing	Option	20	10
		Elective	20	10

Additional Year

Students who undertake the 4 year course must pass module 5COSC028W to achieve the award "with Industrial Experience" or pass module 5COSC027W to achieve the award "with International Experience" .

Module Code	Module Title	Status	UK credit	ECTS
5COSC028W	Computer Science and Engineering Industrial Placement	Core	120	60
5COSC027W	Computer Science and Engineering International Year	Core	120	60

Level 6

Module Code	Module Title	Status	UK credit	ECTS
6COSC022W	Distributed Systems and DevOps Engineering	Core	20	10
6SENG009W	Full Stack Enterprise Application Development	Core	20	10

Module Code	Module Title	Status	UK credit	ECTS
6SENG008W	Secure Software Engineering	Core	20	10
6SENG010W	Software Engineering Final Project	Core	40	20
6COSC033W	Applications of Large Language Models	Option	20	10
6BUIS024W	Business Innovation with Artificial Intelligence	Option	20	10
6NTCM009W	Internet of Things	Option	20	10
6COSC021W	iOS Application Development	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

The course has been designed with reference to:

- QAA Subject Benchmark for Computing
- Engineering Council Accreditation of Higher Education Programmes (AHEP), fourth edition
- QAA Guidelines for Preparing Programme Specifications
- SEEC Credit Level Descriptors for Further and Higher Education

The British Computer Society (BCS) professional accreditation ensures independent validation that the course meets high standards set by the profession. It also benchmarks the course against those of other institutions both nationally and internationally and supports the continued improvement of the course, highlighting areas of best practice across institutions. Being a student on an accredited course provides a pathway to professional registrations such as Chartered IT Professional (CITP), Chartered or Incorporated Engineer (CEng/IEng) and Registered IT Technician (RITTech).

BEng (Honours) Software Engineering fulfils the educational requirements of BCS for the CITP and partial CEng accreditation.

Course management

The BEng (Honours) Software Engineering course is under the School of Computer Science and Engineering and the management structure supporting the course is as follows:

- The Course Leader is responsible for day to day running and overall management of the course and development of the curriculum.
- The Head of School, holds academic responsibility for the course and other courses within the School Professor.
- The Pro Vice-Chancellor and Head of the College of Design, Creative and Digital Industries, holds overall responsibility for the course, and for the other courses run by the College.

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.