Programme Specification: Architectural Technology BSc

UNIVERSITY OF WESTMINSTER

Course record information

Name and level of final award	• Bachelor of Science with Honours - Architectural Technology • Bachelor of Science with Honours - Architectural Technology with Professional Experience The award is Bologna FQ-EHEA first cycle degree or diploma compatible
Name and level of intermediate awards	• Bachelor of Science (BSc) - Construction Studies • Diploma of Higher Education (Dip HE) - Construction Studies • Certificate of Higher Education (CertHE) - Construction Studies
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 Architectural Technology 2019
Professional statutory or regulatory body	Chartered Institute of Architectural Technologists Chartered Institute of Building Chartered Association of Building Engineers
Westminster course title, mode of attendance and standard length	• BSc Architectural Technology FT, Full-time, September start - 3 years standard length with an optional year placement
Valid for cohorts	From 2027/8

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

The purpose of the course is to provide students with a comprehensive and professionally oriented higher education experience in Architectural Technology. The course is mainly studio-based with a strong emphasis on design.

Architectural Technologists are specialists in the technological decisions necessary to solve design problems. They need a sound understanding of the processes of design, construction technology and the management tools for the communication of design information. The skills they require are wide ranging, from design and architectural composition, technical analysis and presentation, to the management skills necessary for contract procurement and administration. The role of the Architectural Technologist is to negotiate and manage the development of a construction project from inception to completion, using the science of architecture as a design tool.

A Chartered Architectural Technologist plays a pivotal role in the design and construction process and is complementary to other Chartered disciplines in the built environment sector.

In fulfilling this purpose the course aims to:

- Provide students with knowledge and understanding of the context, core concepts and theories relevant to Architectural Technology in the design, creation and maintenance of a sustainable built environment.
- Develop transferable skills which students will be able to apply both within an academic context and in their professional careers.
- Reflect the aim and ethics of the Professional Bodies.
- Develop cognitive skills which students will be able to apply in reaching professional judgements, solving problems and making decisions.
- Develop practical and technical skills relevant to Architectural Technology, which students will be able to apply in their professional careers.
- Foster an environment in which learning experiences are shared by students on various parallel construction-related courses, thereby promoting the inter-disciplinary nature of the construction industry.
- Encourage self-motivation and independent thought, such that graduates will be confident in challenging established working practices and responding to the future needs of the construction industry and its associated professions.
- Promote a culture of intellectual enquiry such that graduates will recognise the importance of lifelong learning for both personal and professional development.
- Integrates current practice in terms of Building Information Management and Modelling, The Government's Construction Strategy and Collaboration and Integration.

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 principles of Graduate Attributes are interwoven throughout the programme in both course content and delivery. The way in which Graduate Attributes are incorporated in the programme is as follows:

- Critical and creative thinkers - Encourages self-motivation and independent thought, such that graduates will be confident in challenging established working practices and responding to the future needs of the construction industry and its associated profession. Case studies and projects reflecting real word situations will be used to develop strategic thinking, problem solving skills and creative design skills.
- Literate and effective communicators - Develops transferable skills which students will be able to apply both within

an academic context and in their professional careers. Effective written, graphical and communication skills are paramount to successful professional careers. Students will learn to develop coherent, evidence-based arguments and employ a range of media to present design proposals and technical specifications, in order to communicate with a diverse range of multi disciplinary professionals and communities.

- Entrepreneurial - Develops cognitive skills which students will be able to apply in reaching professional judgements, solving problems and making decisions. This promotes practical and technical skills relevant to construction, which students will be able to apply in a sustainable, entrepreneurial and creative way in their professional careers.
- Global in outlook and community engagement - Provides students with knowledge and understanding of the context, core concepts and theories relevant to Construction in the design, creation and maintenance of a sustainable built environment. Focusing principally on UK construction but including an international perspective. Promotes a culture of intellectual enquiry such that graduates will recognise the importance of lifelong learning for both personal and professional development to become resilient professional leaders and engaged global citizens. Our graduates will need to be aware of the impact of globalisation and climate change on built environments and the impact of the finite nature of global resources.
- Socially, ethically and environmentally aware - Fosters an environment in which learning experiences are shared by students on various parallel design and construction-related courses there by promoting good quality communication and the inter-disciplinary nature of the construction industry, achieving user comfort and social responsibility for the use of energy and environmental shared resources. Students will understand the ethical standards that are required of professional Architectural Technologists.

Today's organisations need graduates with both good degrees and skills relevant for the workplace, i.e., employability skills. The course develops a wide range of employability skills. These are contextualised through an understanding of the construction process, the specification of building work and the identification and correction of faults in existing buildings. The integrated approach that the course offers includes a broad knowledge and understanding of other disciplines within the built environment. In practice you will be engaged with other disciplines to deliver a project and these theories and principles are embedded in this course. These employability skills are defined in the principles of graduate attributes.

The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements which will inform the service delivered to students.

Graduates from this course have secured attractive positions with architectural practices of varying size and specialities in design, contractors, consultancies, commercial companies, local authorities, housing associations and many other types of organisations. Graduates from this course have also pursued further studies at Masters level, either on a full time or part time basis. Typical postgraduate courses have included cognate areas such as technical architecture, environmental design, interior architecture, construction, or more generic areas such as Project Management.

Graduate Architectural Technologists have a wide range of career opportunities. Employment can range from architectural practice, working for contractors, engineering practices and construction management practices. As a design based science degree, students could also move to product design, furniture design, and other design disciplines.

Graduates should aim for Chartered Architectural Technologist status. After graduation and upon work experience a Chartered Architectural Technologist can lead the technological design within architecture, between concept, innovation and reality. A Chartered Architectural Technologist can set up their own practice, provide a full architectural design service and lead projects of all shapes and sizes from start to finish, from new homes and existing buildings to healthcare, community centres, stadia and beyond.

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

WBPL (Work Based and Placement Learning) is embedded throughout the course, from live projects based on real Client briefs in collaboration with practices (including model fabrication and testing in specialist facilities,) site visits, industry software training and practice placement, to extra-curricular activities such as field trips, field work and industry events.

At Level 4, students will undertake a Design Practice module where entrepreneurial skills are developed as part of the syllabus and smart design technology, they will go through the design process of a live domestic scale project within the Design Studio and liaise with real Clients working on real sites, which ties into the Technologies of Architecture module, where the design is tested in environmental performance.

At Level 5, the Design Studio project scale increases to a commercial size and students visit the site, meet with the Client and work with the community to put forward design and technical proposals, as expected in industry. The second Technologies of Architecture module then critically tests the design to ensure it is performing passively, and ensures that the Client is satisfied with the efficiency of the proposals. Industry standard software training is also a part of this module. The Structural Principles module is a mechanism to familiarise students with industry-standard practice to understanding live projects and the inherent calculations necessary in structural building design.

Between Level 5 and Level 6, there is the option to undertake a placement Year in industry.

In the Level 6 Design Studio, following site visits and meetings with Clients, students undertake a large scale, large span design in line with the Client brief; analysing the site, developing concepts and researching precedents to inspire a solution to meet the site constraints and Clients' needs, as expected in professional practice. They go on to research, develop and realise the necessary technical detailing solutions with specification to ensure their design can be built. The Deep retrofitting module offers an opportunity to critically review the wider context, the site, and the existing building in terms of environmental impact, particularly as measured by carbon emissions. Various environmental assessment systems, including but not limited to BREEAM and Passivehaus, will be applied to simulate architectural technology practice. . Students also undertake work experience at Architectural Practices within the Professional Practice module and are asked to reflect on that experience, along with a multi disciplinary collaborative project and partaking in extra-curricular industry-focused activities such as workshops, lectures, webinars, exhibitions and construction industry trade shows.

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 Recognise the responsibility which construction disciplines have in designing, creating and maintaining a sustainable built environment, with an awareness of sustainable development goals through energy and resource efficiency. (KU GA)
- L4.2 Demonstrate a broad knowledge and understanding of the principles that underpin the study of construction, specifically in relation to simple building forms. This knowledge base will comprise key theories and concepts of building design, passive design strategies, building science and construction technology. (KU KTS)
- L4.3 Understand the importance of historical and cultural influences upon building design and demonstrate an ability to identify key elements of influence on design development and expressions of identity. (KU GA)
- L4.4 Recognise the need to consider health, safety and welfare issues at all stages of construction projects from inception through to the management of completed buildings. (KU GA PPP KTS)
- L4.5 Demonstrate an awareness of the context in which the construction industry and its associated professions operate, including social, economic, legal and cultural influences, including the specific skills and attributes relating to the Architectural Technology profession. (KU GA PPP)
- L4.6 Collect numerical data from observations, surveys, measuring equipment and published sources, record the data accurately, manipulate the data using established principles, and present the findings using industry standard graphical communication methods. (KU KTS)
- L4.7 Undertake simple research tasks with guidance, to collect and categorise ideas and information which are presented in a standard format. (GA KTS)

- L4.8 Communicate in a clear and concise manner by producing material in an appropriate format, with sources acknowledged and referenced. (GA PPP)
- L4.9 Demonstrate an awareness of personal responsibility towards the course workload through achievement of agreed milestones. (GA PPP KTS)

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

- L5.1 Demonstrate a detailed knowledge of the established concepts, theories and principles of the technology and environmental design of multi-storey and wide-span buildings and their services, including structural form and construction materials. (KU KTS)
- L5.2 Demonstrate a detailed knowledge of management practice in a construction context, the ethical demands of sustainable development and the implications of design on the wider community. (KU GA)
- L5.3 Analyse and evaluate the construction of buildings in terms of health and safety in planning, design and detailing, and demonstrate an understanding of personal responsibility in the context of the codes of conduct and ethics of the profession. (KU GA PPP)
- L5.4 Demonstrate a detailed knowledge of the concepts, theories and principles underlying the financial management of construction contracts. (KU GA PPP)
- L5.5 Demonstrate an understanding and use of personal development through working to set targets, acting on feedback and being self-reflective. (GA PPP)
- L5.6 Demonstrate an understanding of the interrelationship between diversity and inclusive design. (GA)
- L5.7 Interact effectively within a group, identify targets in consultation with others within a group, and establish responsibilities and working arrangements. (GA PPP)
- L5.8 Critically review alternative methods for obtaining data, decide on appropriate data collection techniques, undertake data collection, interpret data, carry out calculations as necessary, and present findings. (KU GA KTS)

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

- L6.1 Develop a systematic understanding of the contractual environment within which design and construction takes place and the contractual arrangements under which projects are carried out. (KU GA PPP)
- L6.2 Analyse and evaluate the technology of building defects and the factors affecting building performance. (KU KTS)
- L6.3 Develop a systematic understanding of the concepts, theories and principles of sustainable technical design and the legislative frameworks which inform it. (KU GA PPP KTS)
- L6.4 Develop a systematic understanding of the technological aspects of the building design and production process, structural design, use of performance-based design codes, installation of services and fire safety. (KU KTS)
- L6.5 Demonstrate an ability to integrate relevant Equality Diversity and Inclusion related matters into design proposals. (GA)
- L6.6 Demonstrate a systematic knowledge of the current Health and Safety codes applicable to the construction process with a realisation of the changing nature and development of Health and Safety. (KU KTS)
- L6.7 Develop, maintain and encourage constructive working relationships within a group. Take on a leadership role and resolve conflict through negotiation. Develop the ability to make and sustain arguments, make judgements and propose solutions based upon complex ideas and concepts in a wide range of formats with a coherent style and structure. (GA PPP KTS)
- L6.8 Demonstrate the acquisition of industry related experience and its collaborative nature in preparation for employment. (GA PPP KTS)
- L6.9 Evaluate effectiveness of own time management and task management maintain flexibility in planning. Identify potential causes of stress and act to minimise their impact. (GA KTS)

How will you learn?

Learning methods

You will be taught by full time academics, part time academics also working in practice, visiting lecturers and technical staff, all of whom have industry experience and a variety of professional qualifications. The course contains some cross-

disciplinary elements at each level where you will work alongside students from the Construction Studies and other design-based Architecture pathways on common or shared modules, in order to gain an appreciation of the roles of other professionals working in the construction industry. All design based teaching will be within the Architecture and Cities Team, and at each level of the course students from all pathways will work on projects that bring together those different aspects, using an Enquiry Based Blended Learning approach.

The course content will be delivered through a combination of contact sessions and online resources, which will introduce and develop themes that relate to the core subject. The delivery of the module will be broken down into key elements that have discrete tasks. Each of the tasks will be performed through independent study to develop critical thinking skills of analysis, synthesis and assimilation. At each stage of this process the outcomes of the task will be reviewed and formative feedback will be given to ensure clarity and comprehension.

Workshops will develop the themes discussed in lectures, tutorials and independent study to build upon and develop key aspects of the subject; this is a catalyst for innovative approaches in formulating responses and determining solutions to particular tasks.

The rationale for this forms the production of innovative solutions to problems that are set throughout the course. The complexity of these problems will increase and each level of the course thus promoting a proactive learning environment. The aim of this is to promote autonomous learning and greater responsibility to equip students with the appropriate skill set to take up employment within their chosen career path.

Equality, Diversity + Inclusion

The Architectural Technology course is inclusive and accessible. This course offers opportunities to explore students' own identity and how that intersects with elements of the technologies of architecture. We create the environment for students to be confident and comfortable in their own expression. Our teaching and learning styles and techniques reflect and promote this ethos.

We are proud of our diverse student body on the course and see this diversity as one of our strengths; it is an important factor in attracting applicants. We draw upon precedents which are from a wide range of identities and are culturally inclusive; we distinguish between the influences and identify the context and regulations. Students bring comparative approaches and we want students to see their identities reflected in their environment but also in the teaching team.

We are actively decolonising reading lists and curricula, and we recognise that the efforts we make on this course will benefit architecture and design more widely. We encourage applications from students from the broadest possible range of backgrounds.

Our range of teaching and learning methods include flipped classrooms, voting technology and quizzes (to consolidate learning where anonymity allows confident engagement), and the use of Miro for collaboration between students. Panopto is used to record lectures wherever possible, and class materials are shared on Blackboard in advance of class and remain available afterwards. Teamwork 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.

Our curriculum design is industry focussed and our design-based teaching team consists of a diverse range of professionals from experienced technologists, alumni and visiting practitioners to regular contact with industry experts and employers. This, coupled with real design briefs/clients informs our studio teaching where we are climate aware and can design for accessibility. Briefs are designed to allow students to lead their projects based on their knowledge and cultural interests, coming from diverse cultural backgrounds and abilities.

Assessments are 'authentic' wherever possible, too, meaning they model real-world examples and test skills and knowledge useful in the working environment. These will often take the form of project-based portfolios of coursework which may be delivered verbally (in discussions and presentations) as well as in writing, sketch, model and video form. Expectations and minimum requirements are always discussed openly and over the duration of the module, ensuring students know what work to produce and when.

The design process is iterative by its nature which allows students to learn from their 'mistakes.' Design assessment (Crits) are not just informative of progress but part of the learning journey and future practice experience. Some assessment may take the form of 24 hour online exam periods (to consider shared/access to technology and family/caring responsibilities etc.)

Feedback and marks are provided after each assessment and offer constructive criticism and advice on ways to improve, explaining where marks were gained and lost. 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.

Teaching methods

The central aim of the teaching and learning strategy is to promote critical design thinking in the development and delivery of a sustainable built environment to meet the needs of clients both nationally and internationally. The principles of design, environmental science, construction technology, professional practice, ethics, health and safety and social responsibility are fundamental to the delivery of the built environment and are covered at each level in the programme.

The use of digital practice is increasing in construction and will affect working practices, decision making and efficiency in project delivery. Digital practice is covered throughout the programme to equip the students with the appropriate skill set to meet the new challenges in the construction industry.

These core values are set to equip graduates from the Architectural Technology course with the appropriate skills to achieve their career aspirations.

Assessment methods

The course offers a variety of assessment to students, which aim to allow students to demonstrate their understanding and interpretation of core learning material and develop their intellectual ability within the context of an assessment. There will be formative assessment in all modules, which provides feedback to students as to whether they need to modify their approach to improve their performance. The function of formative assessment is to give feedback on your progress throughout the module.

A number of modules will have assessment based upon an integrative project that is core at each level of the course. These assessments allow the modules to be contextualised within the full range of learning at each level. The integrated project provides synoptic assessment and synoptic learning. The synoptic assessments are identified in the module descriptors and module handbooks. The themes of the integrated projects are:

- Level 4 Simple Construction
- Level 5 Industrial & Commercial Construction
- Level 6 Large Span, Refurbishment and/or Adaptive ReUse

A variety of assessment methods are used. Some modules are assessed through a combination of examination and coursework and others by coursework only.

Examinations Open and Closed Book: These will comprise of tasks based on a problem or argument, which requires knowledge of the subject and the reference material as appropriate. This is in line with the overarching assessment strategy. These can written, multiple choice or combination of both.

Essays: These will be discrete elements of assessment based on a problem or scenario relating to the management of the built environment, technology or design. These will require investigation and research into a specific area and the formulation of an objective conclusion, which is supported by appropriate referencing.

Projects: Design-based projects will be based on a scenario that relates directly to a construction related situation and following a work-based learning approach incorporating real-life clients/briefs. Projects will require an objective solution to the problem that has been set.

Presentations / Crits: These will be in the form of a group presentation or on an individual basis that address concepts of a particular scenario. These will also include a question and answer element.

In-Class Tests: Will comprise of tasks based on a problem or argument which requires knowledge of the subject and the reference material as appropriate, this is in line with the overarching assessment strategy. These can be written, multiple choice or combination of both. There will also be a component of industry-standard software timed assessment.

Portfolios: Some assessments are based upon the production of a number of individual elements of work which collectively develop a solution to a particular problem or situation. The portfolios will include some or all of the following: artefacts, models (digital and physical,) drawings (digital and hand drawn) or posters.

Reports: Usually illustrated or supported by graphical representations, reports will require research and development of critical thinking into a demonstration of knowledge and understanding.

Debates: Group debates will be conducted around a particular topic or subject area. A proposition will be offered and defended within the group context.

The programme has been designed to combine a number of modules to produce an integrated assignment across each level of the programme. The assessment for the integrated assignment will be embedded in each individual module that forms a part of the overarching integrated assignment. This is known as synoptic learning and has been designed to contextualise module learning across each level.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	L4.1, L4.2, L4.4, L4.5, L4.6, L4.7, L5.1, L5.2, L5.3, L5.4, L5.7, L5.8, L6.2, L6.3, L6.4, L6.6, L6.7, L6.9
Literate and effective communicator	L4.6, L4.7, L4.8, L4.9, L5.4, L5.5, L5.7, L5.8, L6.2, L6.4, L6.6, L6.7, L6.8, L6.9
Entrepreneurial	L4.1, L4.2, L4.5, L5.1, L6.3, L6.4, L6.7, L6.8
Global in outlook and engaged in communities	L4.1, L4.2, L4.3, L4.5, L5.6, L6.4, L6.5, L6.8
Socially, ethically and environmentally aware	L4.1, L4.2, L4.4, L4.9, L5.1, L5.2, L5.3, L5.6, L6.1, L6.2, L6.3, L6.4, L6.5, L6.6, L6.7, L6.8

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
4BUIL014W	Building Materials	Core	20	10
4CNMN005W	Construction Technology and Services (Building)	Core	20	10
4BUIL010W	Design Practice	Core	20	10
4BUIL012W	Design Studio 1	Core	40	20
4BUIL011W	Technologies of Architecture 1	Core	20	10

Level 5

Module Code	Module Title	Status	UK credit	ECTS
5CNMN025W	Construction Engineering Technology	Core	20	10
5BUIL013W	Design Studio 2	Core	40	20
5CNMN008W	Procurement, Tendering and Contract Management	Core	20	10
5BUIL015W	Structural Principles	Core	20	10
5BUIL012W	Technologies of Architecture 2	Core	20	10

Additional Year

Module Code	Module Title	Status	UK credit	ECTS
5BUIL014W	Architectural Technology Placement Year	Option	120	60

Level 6

Module Code	Module Title	Status	UK credit	ECTS
6BUIL012W	Deep Retrofitting	Core	20	10
6BUIL002W	Design Studio 3	Core	40	20
6BUIL010W	Professional Practice	Core	20	10
6CNMN010W	Sustainable and Innovative Construction	Core	20	10
6BUIL011W	Sustainable Design + Technology Research Project	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 BSc (Hons) Architectural Technology course is accredited by the Chartered Institute of Architectural Technology (CIAT) and Chartered Association of Building Engineers (CABE). In addition the course is accredited by The Chartered Institute of Building (CIOB), subject to conditions, during the period 2026-2031, having been judged to meet the CIOB Education Framework. Prospective members holding this qualification have full academic exemption and once they have gained three to five years relevant work experience, may enter CIOB membership as an applicant.

Course management

The BSc (Hons) Architectural Technology course sits within the School of Architecture and Cities, in the College of Crearive Arts and Technology, with some teaching within the School of Applied Management (Westminster Business School,) from the Construction team.

Within the School of Architecture + Cities, there is a Course Leader who oversees the programme across both Schools and the day-today management of the course, including Admissions. The Course Team includes Year Leaders, Module Leaders, Personal Tutors, and a number of specialist part-time Tutors from industry, who are actively involved and contribute to the delivery of the programme.

The Head of School holds overall responsibility for the course, and for all courses within the School of Architecture and Cities. The Head of College holds overall responsibility for the Schools within the College of Design, Creative, and Digital Industries.

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. Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in whole or in part, without the prior written consent of the University of Westminster. All copies of this document must incorporate this Copyright Notice – 2025©

draft

Published date: 12 November 2026