UNIVERSITY OF WESTMINSTER
LEADING THE WAY

PROGRAMME SPECIFICATION

Course record information

Name and level of final award:	**BA(Hons) Graphic Communication Design**
Name and level of intermediate awards:	BA Graphic Communication Design
	Diploma of HE in Graphic Communication Design
	Certificate of HE in Graphic Communication Design
Awarding body/institution:	University of Westminster
Teaching Institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	Harrow Campus
Language of delivery and assessment:	English
Mode, length of study and normal starting month:	Three years full-time. September start.
QAA subject benchmarking group(s):	Art and Design
Professional statutory or regulatory body:	N/A
Date of course validation/review:	February 2015
Date of programme specification approval:	July 2015
Valid for cohorts:	2016/17 levels 4 and 5, 2017/18 levels 4,5 and 6
Course Leader	Colin Bailey
UCAS code and URL:	W211
	westminster.ac.uk/courses/undergraduate

Course Overview

Graphic Design is a multi-disciplinary activity that requires a wide range of intellectual, creative and technical skills. The course places emphasis on the design, presentation and communication of ideas and information suited to the genuine needs of the end-user. We seek to produce communication that may enrich people's lives by enabling them to be better informed about the world in which they live. The course encourages creativity, individuality, personal growth and understanding through the study of Graphic Communication Design.

In this fast-changing world, designers need to develop a range of skills and problem solving abilities that allow them to respond and adapt to change. In addition to the core curriculum, the course offers opportunities for students to engage in group work and collaborative projects that prepare them for the world of work.

The Professional Practice elements of the course enable and encourage students to develop and establish links with the design industry. Based at the Harrow campus of the university, students are also well placed to engage with the wealth of cultural and creative opportunities available in London.

In addition to gaining employment in general design studios in London and elsewhere, graduates from the course are employed in key positions in all areas of the creative and design industries, including: RedBee New Media (BBC), The Science Museum, The Guardian, TfL, Apple, Microsoft, Yahoo, Orange, and many others.

What are the minimum entry requirements for the course?

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

For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements.

More information can be found here: westminster.ac.uk/courses/undergraduate/how-to-apply

Aims for the course

The course aims to:
- provide students with a sound design methodology and appropriate range of creative, intellectual and technical skills that are sustainable and transferable within a dynamic professional life

- enable students to identify, redefine and resolve communication design problems through highly developed critical and reflective judgement.

- enable students to identify emerging opportunities, and gain a range of transferrable skills that allow them to respond to change

- encourage student self-awareness and confidence in their interaction within their discipline, and within the world of work

- provide students with knowledge and critical understanding of the historical, theoretical, and cultural contexts of their discipline

What will you be expected to achieve?

Learning Outcomes

Learning Outcomes are statements on what successful students have achieved as the result of learning. They threshold statements of achievement and are linked to the knowledge, understanding and skills that a student will have gained on successfully completing a course – they describe the minimum pass level.

Course Learning Outcomes are not delivered exclusively within individual modules, but core and option modules refer to the Level Learning Outcomes, which in turn connect to the Course Learning Outcomes.

Note, that individual modules have module-specific Learning Outcomes (identified in Module Proformas, which are published in the Course Handbook).

Level 4 – introduction to the tool kit and foundations of communication design

Level Four modules introduce students to a variety of historical, theoretical and conceptual issues, and to processes related to the generation, development and production of designed outcomes. This level is characterized by the introductory nature of project-based design modules.

Level 4 Learning Outcomes

On successfully completing Level Four of the course you should:

KU 4.1 have an awareness of historical and cultural issues, and theoretical contexts relating to the practice of communication design

KU 4.2 have a basic understanding of the dynamics of a range of media and technologies, and critical skill in their selection and application within design

KU 4.3 be aware of the processes of design, and range of working methods that are sustainable and allow for the exploration and development of designed outcomes

PPP 4.1 have acquired a level of skills in research processes, critical analysis and working methods which enable you to realise and reflect on design ideas

PPP 4.2 have acquired an appropriate level of intellectual, creative and technical skills through positive engagement with the curriculum

KTS 4.1 be able to work independently or in a group within a range of established working situations

KTS 4.2 be able to demonstrate the ability to articulate ideas, and document information in a variety of written and verbal forms

In addition, the QAA National Qualifications Framework have established a level of

attainment in skills which are not directly related to your discipline but are transferable and apply nationally.

They are as follows:

- Group working: can work effectively with others as a member of a group and meet obligations to others (for example tutors, peers and colleagues).
- Learning resources: can work within an appropriate ethos and can use and access a range of learning resources.
- Self evaluation: can evaluate own strengths and weakness within criteria largely set by others.
- Management of information: can manage information, collect appropriate data from a wide range of sources and undertake simple research tasks with external guidance.
- Autonomy: can take responsibility for own learning with appropriate support.
- Communication: can communicate effectively in a format appropriate to the discipline(s) and report practical procedures in a clear and concise manner.
- Problem solving: can apply given tools/methods accurately and carefully to a well-defined problem and begin to appreciate the complexity of the issues in the discipline.

Level 5 – personal and professional awareness and development

Level Five modules require a greater degree of independent study, and an ability to support and develop project work with research, analysis and selection. They encourage personal awareness and reflection, and offer a degree of choice and selection of project options in relation to your personal development. You will also gain an awareness of the world of work and opportunities for the future development and application of your skills.

Level 5 Learning Outcomes

On successfully completing Level Five of the course you should:

KU 5.1 demonstrate a clear understanding of the theoretical contexts of design and communication, and have the critical awareness and ability to express your position in relation to these

KU 5.2 have an understanding of audience needs in the selection of content, representational means and choice of media

PPP 5.1 have an increased awareness of the range of possibilities for the professional practice of graphic communication design

PPP 5.2 have completed substantial project work which integrates and demonstrates your personal interests, diversity of skills and working methods

PPP 5.3 possess a high level of skills required for the development and production of design artefacts

KTS 5.1 demonstrate an awareness of your personal development through critical reflection on your skills, interests and aspirations, and on your academic progress

KTS 5.2 have the ability to select appropriate projects in relation to your future development

KTS 5.3 demonstrate an increased ability to articulate ideas through presentations and formal academic writing

In addition, the QAA National Qualifications Framework have established a level of attainment in skills which are not directly related to your discipline but are transferable and apply nationally.

They are as follows:

- Group working: can interact effectively within a team/learning group, giving and receiving information and ideas and modifying responses where appropriate.
- Learning resources: can manage learning using resources for the discipline. Can develop working relationships of a professional nature within the discipline(s).
- Self evaluation: can evaluate own strengths and weakness, challenge received opinion and develop own criteria and judgement.
- Management of information: can manage information. Can select appropriate data from a range of sources and develop appropriate research strategies.
- Autonomy: can take responsibility for own learning with minimum direction.
- Communication: can communicate effectively in a manner appropriate to the discipline(s) and report practical procedures in a clear and concise manner in a variety of formats.
- Problem solving: can identify key areas of problems and choose appropriate tools/methods for their resolution in a considered manner.

Level 6 – consolidation, synthesis and independence

Level Six modules offer an increase degree of personal choice for the development of independent high quality work demonstrating the higher-level challenges of synthesis and innovation. In-depth research and design work will be characterized by the ability to analyze, synthesize and apply creatively what has been learnt during the program of study. You will be invited to engage in a critical examination of the opportunities existing within the professional practice of design.

Level 6 Learning Outcomes

On successfully completing Level Six of the course you should:

KU 6.1 have a developed awareness of the needs of end-users of ideas and information, and demonstrate the ability to make use of research in the development of designed artefacts

KU 6.2 have identified and formulated thorough and extended written research in support of the Major Project proposal and outcomes

PPP 6.1 demonstrate a consolidated and advanced awareness of your personal design skills and experiences in relation to your future within design practice

PPP 6.2 have developed a body of design work and appropriate interfaces which allow you to interact with the world of work

PPP 6.3 be able to work independently and to exercise autonomy in the identification, proposal, development and realization of high-level design outcomes

KTS 6.1 have acquired a range of transferrable and entrepreneurial skills that enable you to create opportunities for their application within the world of work

KTS 6.2 have an awareness of social and environmental issues, and of the potential role for design within these contexts, both locally and globally

In addition, the QAA National Qualifications Framework have established a level of attainment in skills which are not directly related to your discipline but are transferable and apply nationally.

They are as follows:

- Group working: can interact effectively within a team/learning/professional group, recognize, support or be proactive in leadership, negotiate in a professional context and manage conflict.
- Learning resources: with minimum guidance can manage own learning using full range of resources for the discipline(s). Can work professionally within the discipline.
- Self evaluation: is confident in application of own criteria of judgement and can challenge received opinion and reflect on action. Can seek and make use of feedback.
- Information management: can select and manage information, competently undertake reasonably straight-forward research tasks with minimum guidance.
- Autonomy: can take responsibility for own work and can criticize it.
- Communication: can engage effectively in debate in a professional manner and produce detailed and coherent project reports.
- Problem solving: is confident and flexible in identifying and defining complex problems and the application of appropriate knowledge, tools/methods to their solution.

How will you learn?

Teaching, Learning and Assessment Methods

Teaching and learning strategies

The course team employ a range of strategies available in the delivery of the course. Each of these has its own characteristics and it is a matter of judgement as to the appropriate mix of teaching methods at each point of the course. However, the use of particular methods will relate to the stated goal of developing throughout the course an increasing degree of learner autonomy. Many of these methods can best be described as 'student centred learning': they demand, and depend upon, a high-level of student participation. As a consequence, it is necessary to introduce you to these methods gradually and explicitly in order to allow you to develop competence and confidence progressively at each Level of the course.

The strategies include:

Project work
Projects are task-related learning based on a specific problem and may vary from a short exercise to an extended piece of design work requiring research, visual exploration and development, prototype testing, and realisation.

Group work and collaboration
Group work focuses on the acquisition of interpersonal skills in the process of working with others. One of it's major concerns is to utilize the peer group as a learning resource.
The course offers and promotes opportunities for group work within the core modules, and for collaboration with students from other disciplines within Option and Faculty Elective modules.

Workshops
Workshops are structured experiences with clearly defined boundaries allowing students a safe place to acquire skills and experience that may be applied to other learning activities.

Training

Training is seen as defined practical demonstration and practice of any skill from working with computers, to interpersonal or presentation skills.

Testing

Testing through specific task-related activities is sometimes used to verify learning and the acquisition of basic skills and knowledge.

Seminars

Seminars are a forum of ten to twelve participants in which issues and ideas are shared and discussed. They may be staff or student led and may focus on required reading or research.

Group tutorials

Group tutorials will be held with small groups of students and a tutor. They provide more personal feedback and responses for individuals who often also set the agenda for the session. Tutorial groups may form learning support groups or sub-divide into co-counselling pairs or trios for additional meetings without the involvement of tutors.

Critique sessions

Critique sessions are events in which students and their peers evaluate their work in discussion with tutors.

Think Tank sessions

Discussion forums that facilitate and help students to focus and reflect on their learning, and enable them to articulate their ideas through writing and designing.

Reading lists

Reading lists facilitate the acquisition and integration of existing knowledge and experience into the students' developing understanding. They provide an essential addition to both the studio based work and theoretical studies. Their use is vital in the development of a full and deep understanding of the course content.

Library research

Library research is seen as an essential skill in the designer's repertoire. In addition to required reading identified by the course, you are expected to develop your own lines of enquiry relating to both theoretical and studio studies and contributing to project work and seminars.

Learning agreements

Learning agreements demand that you develop skills in planning, negotiating, innovating, reflecting, implementing and evaluating both design proposals and your own learning experience. Agreements may have one or two requirements for a simple task or be sufficiently comprehensive to cover an entire module. They are essentially a vehicle for your self development and will be introduced by staff when project work is open ended and the final product outcome is not specified.

Assessment

Assessment processes are designed to fit their purpose. Therefore, a simple test might be used to assess the success of a computer training session; a peer group evaluation seminar to assess progress on a design proposal; a formal presentation to tutors to assess a complex design project.

Presentations

Presentations from staff to students may be made to introduce a new topic or project. They may be formal or informal and can range from guest lecturers presenting their design work to a project briefing session. You will be required to make presentations to help you focus on specific stages of a developing design in order to develop your presentation, transferable and communication skills and to enable staff and peers to provide feedback on your design proposals.

Personal tutorial
Tutorials with your Personal Tutor, will also allow you to reflect on your skills, abilities, interests and aspirations for your future development. Your Personal Development Plan (PDP) will form an important focal point for discussion during one-to-one tutorials.

Illustrated lecture
Illustrated lectures provide a group focus for active participation in the examination of contemporary and historical works, exemplifying hypotheses, ideas, issues and philosophies.

Critical journal
The function of the Critical Journal is to provide the necessary means for recording and reflection.
In it, you document projects, give some order to experience, review and criticize the events and themes of your programme, and comment on personal progress and aspirations. It is seen as an important learning device for enabling you to develop a personal response to the programme and begin to identify an individual interests.

Student workload
As a student on the Graphic Communication Design BA (Hons) course you are expected to participate fully in the programme as offered. This means that you must attend regularly and, importantly, you must attend all structured and timetabled events. Failure to do so will place your academic progress in jeopardy. The normal working week for attendance in the studio is four days from 10.00am–4.00pm as a minimum.

Patterns of attendance
Attendance patterns vary at different times during your course. However, you are expected to maintain contact with your tutor at all times during the academic year.
It is your responsibility to be aware of and meet all deadlines that are published.

Study or work placement
The course provides opportunities for you to gain experience of the professional practice of design. As well as the links that are maintained with the design profession by means of our part-time visiting lecturers, the course offers the opportunity to undertake a studio placement during the *Professional Practice* module.
Students also have access to the *GCD Database* that exists as a general resource for the course, and for students on the *Professional Practice* module in level five, and for the *Launch Pad* module in Level Six.

In addition, you are encouraged to make contact with industry and with other education institutions. Sometimes these links can lead to requests for a period of exchange or for a work placement. In the event of this occurring, the course will look favourably on any such request and will support you in your endeavour whenever it is compatible with the overall aims of the course and with your academic development.

The course embraces opportunities to engage with professional bodies through the student projects and competitions they offer. Particularly with the Royal Society of Arts Student Awards projects, and the D&AD student award projects. We also engage in live projects that offer students the chance to gain experience within projects that may be realized within the world of work.

An end of year show, held jointly with other cognate courses at the Universities P3 venue in central London, is held to showcase the work of graduating students. Additionally, the course has membership of D&AD and participates in the D&AD 'New Blood' student exhibition event that takes place at a central London venue each year.

How will you be assessed?

Our assessment strategy reflects the philosophy of the course, aiming to develop the creative, flexible and thoughtful media practitioners of the future. Assessment is integral to the overall learning process, and we offer a range of assessment methods on both practical and theoretical modules. This allows our students to demonstrate their skills and understanding in a variety of ways. The benefit is that this provides a range of activities in which to excel, so supporting and encouraging a variety of preferred learning styles. All modules are assessed through coursework (we do not use exams).

Practical modules are typically assessed through a combination of crits (presentations of practical work to staff, normally with other students present), and submitted media artefacts and planning / research material (e.g. sketchbooks / production folders / blogs etc.).

You receive continuous 'formative' feedback through group and one-to-one tutorials and periodic reviews, designed to give you multiple points of guidance throughout your studies and before a final assessment. Most practical feedback sessions are conducted as group crits, making these key learning opportunities for all students involved.

We support our modules with online material through Blackboard, the University's Virtual Learning Environment. This material may include practical examples, technical support, key references, discussion groups, blogs, and many other functions.

Theoretical modules (and some practice-theory modules) draw upon a range of assessment methods, including written work, seminar presentations, research plans, visual essays and online study tasks.

Clear Assessment Criteria are stated in module documents, and these are linked to the module Learning Outcomes.

Students receive written feedback from all assessments, and this directly relates to the assessment criteria for each module. Students also have an opportunity to discuss the outcome with module staff.

As already mentioned above, formative feedback is also given throughout modules in tutorials, and group discussions, and in the final crit in practical modules. It is designed to inform students of areas for improvement, and of current strengths which are to be nurtured and developed.

Some modules may be partly or wholly peer assessed (by groups of your fellow students, but under staff supervision) to support you in developing skills in critical judgement and self-evaluation.

Some modules assess learning outcomes from another module (called 'synoptic assessment'). This allows you to combine elements of learning from different modules and demonstrate your accumulated knowledge and understanding of design theory and practice – particularly the important relationship between theory and practice. It also helps to reduce formal assessment and so ensure that you have as much time and opportunity as possible to develop your skills, knowledge and experience.

Employment and further study opportunities

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.

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

• Critical and creative thinker
• Literate and effective communicator
• Entrepreneurial
• Global in outlook and engaged in communities
• Socially, ethically and environmentally aware

These Graduate Attributes are oriented towards your employability after completion of the course, and are aligned to the Course Learning Outcomes as follows:

Table 1

Alignment of Graduate Attributes to Course Learning Outcomes

Graduate Attribute	Evident in Course Learning Outcomes
Critical and creative thinker	Have highly developed skills of critical analysis and synthesis in the organization, representation and communication of ideas and information
Literate and effective communicator	Be able to effectively articulate your professional skills and attributes in verbal and written form for a range of work related situations Have a sound knowledge of the historical, theoretical and cultural contexts of the practice of design, and be able to effectively demonstrate this through oral and written forms
Entrepreneurial (and Employability)	Have through confidence in your abilities, be prepared to accommodate change, and identify opportunities for the application of your skills within design practice Possess a portfolio of high quality communication design artefacts which reflect and serve your interests and aspirations, and are relevant to the pursuit of a career in design practice Possess a range of technical skills, appropriate to your interests and aspirations, that are sustainable within a rapidly evolving technological environment

Global in outlook and engaged in communities	Be aware of the ethical and social contexts for design, both locally and globally
Socially, ethically and environmentally aware	Have an awareness of social, environmental and economic issues, and the potential impact and role design may play within these contexts

Graduates from Graphic Communication Design have a high employment rate across many areas of the design industry, including new media; web and interaction design; publishing, motion graphics; museums and galleries; and, general graphic and communication design. Our location in London facilitates finding such employment, as this is a global hub for culture and the media industries.

Students may also choose to go on to study at master's level within communication design or related fields.
Graduate employment and opportunities in the media industries are constantly shifting, and graduates from this course have demonstrated their responsiveness to these changes. We monitor graduate career destinations, and reflect on this information in the planning of the course curriculum.

Employability & Skills Strategy

The course has an Employability & Skills Strategy, published in the Course Handbook. This is intended to provide a framework to guide you through your studies and prepare you for employment and further study. The specific modules for implementing this are the *Professional Practice* module at Level 5, and the *Launch Pad* module at Level 6.

All course modules incorporate Key Transferable Skills, which are also integral to the course Employability & Skills Strategy. Key Transferable Skills support you in seeking entry into the design industry, as well as into a range of other professions and employment opportunities.

A further element of our Employability & Skills Strategy is the use of Personal Development Planning (PDP). This enables you to reflect upon personal and career goals, and the means by which these may be achieved. We build this process into the two modules already mentioned, as well as referring you to this through the Personal Tutorial system.

Work Experience and Live Projects

We require all students to undertake work experience or live projects in the Level 5 module Professional Practice. We encourage you to ensure that this is in an aspect of the professions most appropriate to your personal career goals. Many students also undertake a very diverse range of professional experience at other stages of the course, often at a high professional level. Again, our location in London facilitates you in finding such work experience (or live projects), with numerous opportunities available within the media industries of the city.

Our students are also encouraged to successfully integrate all such opportunities into the general programme of study. Our aim is to foster a culture of gathering expertise, building professional networks, and expanding academic learning with the knowledge and skills gained through the course and Faculty.

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.

Credit Level 4				
Module code	**Module title**	**Status**	**UK credit**	**ECTS**
4GPDS002W	Design Process	Core	20	10
4GPDS001W	Design History and Culture	Core	20	10
4GPDS004W	Visual Language and Communication	Core	20	10
4GPDS005W	Visual Narratives	Core	20	10
4GPDS003W	Typography and Communication 1	Core	20	10
4GPDS006W	Visual Representation	Option	20	10
	Cluster, Faculty or Westminster Elective module	Option / Electiv	20	10
Award of Certificate of Higher Education in Graphic Communication Design available				

Credit Level 5				
Module code	**Module title**	**Status**	**UK credit**	**ECTS**
5GPDS001W	Authorship and Interaction	Core	20	10
5GPDS005W	Typography and Communication 2	Core	20	10
5GPDS003W	Professional Practice	Core	20	10
5GPDS002W	Live Projects	Core	40	20
5GPDS004W	Representation of Information	Option	20	10
	Cluster, Faculty or Westminster Elective module	Option / Electiv	20	10
Award of Diploma of Higher Education in Graphic Communication Design available				

Credit Level 6				
Module code	**Module title**	**Status**	**UK credit**	**ECTS**
6GPDS004W	Information Applications	Option	20	10
6GPDS001W	Contextual Studies Report	Core	20	10
6GPDS002W	Design Research and Development	Core	20	10
6GPDS003W	Major Project	Core	40	20
6GPDS005W	Launch Pad	Core	20	10
	Cluster, Faculty or Westminster Elective module	Option / Electiv	20	10
Award BA Graphic Communication Design available **Award BA(Hons) Graphic Communication Design available**				

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

Professional Body Accreditation or other external references

<u>School reference points</u>
The Graphic Design course sits within the Department of Art & Design, and is closely situated and linked with the cognate BA (Hons) Illustration and Visual Communication and BA (Hons) Animation courses. Opportunities for collaboration and the sharing of facilities exist, and courses within the Department participate in joint end of year shows. Opportunities for cross course collaboration also exist within the wider context of the School of Media, Arts and Design, and with other Schools within the university.

<u>University reference points</u>
At University level:
The University mission statement
Teaching, Learning and Assessment Policy and Strategy (TLAPS)
University policy on skills and employability
Modular Framework

The course has been designed to take account of the University's mission to provide education for professional life and to meet the requirements of the University Policies on skills development and employability. The course structure meets the requirements of the modular frameworks and the academic regulations of the University.

<u>External reference points</u>
QAA Academic Infrastructure including Subject Benchmark statement(s), the Framework for Higher Education Qualifications and sections of the Code of Practice
http://www.qaa.ac.uk/academicinfrastructure/default.asp
SEEC Credit level descriptors
PSB requirements /guidance, where applicable

Academic regulations

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

How will you be supported in your studies?

Course Management

Graphic Communication is managed by a Course Leader, and is grouped with a number of other courses in the Faculty of Media, Arts and Design on the Harrow Campus. The Dean of Faculty and other senior Faculty staff provide support and management at their respective levels, enhancing the specific role of the Course Leader.

We also have Level Coordinators who oversee details of delivery at each level of the course years one, two and three). The staff team also collectively support the management of the course through responsibilities for individual modules, workshop areas and contributions to planning.

The professional and research practice of course staff is employed in improving the delivery of the course to ensure that we reflect current and emerging real-world concerns and demands. Regular staff meetings ensure this, as well as formal and informal interaction between the staff and outside industry professionals. Key course staff are members of the Higher Education Academy, the professional body for academics in higher education. All course staff participate in annual appraisal and observation of their teaching by their colleagues. This can inform staff development through course or conference attendance and research / professional activity.

Learning Support

The University uses a Virtual Learning Environment called Blackboard where you can access your course materials, and can communicate and collaborate with staff and other students.

The Academic Learning Development Centre supports you in developing the skills required for higher education. As well as online resources in Blackboard, you also have the opportunity to attend Study Skills workshops and one-to-one appointments.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. You 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). You can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. You can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught at your Faculty. You can also securely connect your own laptop and mobile devices to the University wireless network.

Support Services

On arrival, an induction programme will introduce students to the staff responsible for the course, the campus on which they will be studying, the Library and IT facilities and to the Campus Administration. Students will be provided with the Course Handbook, which provides detailed information about the course. Students are allocated a personal tutor who can provide advice and guidance on academic matters.

Learning support includes the Library that, across its four sites, holds printed collections of 412,000 books, 1,600 journal subscriptions and substantial audio visual collections. Access to over 6,500 electronic resources (databases, e-journals, e-books, exam papers and links to recommended websites) is facilitated through infoLinX, the library portal.

There are over 3,500 computers spread over the four University campuses available for students use. The University uses a Virtual Learning Environment called Blackboard where students can access course materials and communicate with staff and other students via message boards.

The course has its own database of design companies and contacts within the design community. The Course Database is available to staff and students on the course, and is particularly useful as a resource during the professional practice modules at Levels 5 and 6.

At University level, Services for Students provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers and the chaplaincy providing multi-faith guidance. The International Education Office provides particular support for international students. The University of Westminster Students' Union also provides a range of facilities to support all students during their time at the University.

The School of Media Art and Design, and the University, provide a range of Study Skills Support services. They are provided for students who require specific help with academic study. A list of these services is provided in the Course Handbook.
Reference Points for the course

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

The course is also monitored each year by the Faculty to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from Course Committees, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the programme of study. Each Faculty puts in to place an action plan. This may for example include making changes on the way a module is taught or assessed, or even how the course is structured in order to improve the delivery. In such cases an approval mechanism is operated.

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

How do we act on student feedback?

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

- Through Course Committees students have the opportunity to express their voice in the running of their course. Student representatives are elected to Committee to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the student representatives.
- Each Faculty also has its own Faculty Student Forum with student representatives; this enables wider discussions across the Faculty. Student representatives are also present on key Faculty and University committees.
- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.
- The University also has an annual Student Experience Survey, which seeks the opinions of students about their course and their University experience. Final year Undergraduate students will be asked to complete the National Student Survey, which helps to inform the national University league tables.

For more information about this course:

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