

## Course record information

<b>Name and level of final award</b>	<ul style="list-style-type: none"> <li>• Master of Arts - Interactive Media Practice</li> </ul> <p>The award is Bologna FQ-EHEA second cycle degree or diploma compatible</p>
<b>Name and level of intermediate awards</b>	<ul style="list-style-type: none"> <li>• Postgraduate Diploma (Pg Dip) - Interactive Media Practice</li> <li>• Postgraduate Certificate (Pg Cert) - Interactive Media Practice</li> </ul>
<b>Awarding body/institution</b>	University of Westminster
<b>Teaching institution</b>	University of Westminster
<b>Status of awarding body/institution</b>	Recognised Body
<b>Location of delivery</b>	Primary: Harrow
<b>Language of delivery and assessment</b>	English
<b>QAA subject benchmarking group(s)</b>	N/A
<b>Professional statutory or regulatory body</b>	N/A
<b>Westminster course title, mode of attendance and standard length</b>	<ul style="list-style-type: none"> <li>• MA Interactive Media Practice FT, Full-time, September start - 1 year standard length</li> <li>• MA Interactive Media Practice PT, Part-time day, September start - 2 years standard length</li> </ul>
<b>Valid for cohorts</b>	From 2026/7

## Admissions requirements

There are standard minimum entry requirements for all postgraduate 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/courses/postgraduate/how-to-apply>.

## Aims of the programme

The Interactive Media Practice (IMP) Masters programme addresses the needs of the creative media sector as it engages with the radical changes ushered in by the spread and adoption of new digital technologies – a process that has become known as the Fourth Industrial Revolution. IMP explores the different and changing relationship between technology, design and interaction; it focuses on creative interactive media and interdisciplinary practice.

Interdisciplinary working is the cornerstone of IMP. A course that focused simply on the acquisition of knowledge and skills in one area of media or technology would not provide an adequate address to the complex challenges faced in the contemporary world. IMP stresses the centrality of collaboration as a means to overcome complexities and draws on a range of digital media technologies.

The course is designed to appeal to learners with a 'maker's mind set' and an interest in the applied use of creative digital media. Practice-led, research-informed and industry facing, it has been designed to educate graduates who can then go on to make an impact in high level positions across the creative digital sector. Experienced professionals from the design, media, technology, or marketing/communications sectors who are interested in career development or further study and research will be able to strengthen their skills, knowledge and experience through IMP MA.

The Masters in Interactive Media Practice covers a range of current technologies, methodologies and critical theory:

- Interactive design and innovation, via Human-Centred Design (HCD) including, but not limited to:
- Interactive media and digital media production via User-Centred Design (UCD) approach.
- The Internet of Things (IOT) and its applications via User-Driven Development (UDD).
- Conversational design, Human Computer Interaction (HCI), User Experience (UX).
- Interactive agents, Rich Communication Services (RCS) and mobile communications.
- Design for interactive in mixed-reality (MR), XR.

Our programme has a flexible design that will allow it to incorporate future media technologies as they emerge and are developed for deployment within the creative industries.

IMP also provides students with the space to develop a variety of hard and soft skills – from software and programming to communication and management.

These include the ability to:

- Articulate creative ideas using relevant production processes and related interactive technologies.
- Develop specialist knowledge within interactive production as a foundation for future professional practice.
- Team based collaborative working skills and techniques, including the ability to reflect.
- Use design thinking and user research to develop innovative digital solutions for both the public sector and private industry, from NGOs to FinTech.
- Explore converging technologies and the changing function and meaning of interactive media within the creative industries.
- Develop an entrepreneurial understanding of the creative digital media industries and of the challenges of operating in this area, both independently or as part of larger and smaller business structures.
- Research and evaluate a specialist area within interactive media production through a large-scale independent and original creative project, informed by current professional standards.
- Prepare for advanced study at a postgraduate research level.

## Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. career/employability skills. 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.

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 has been designed to help you into employment or further study when you graduate.

The course content is enriched by contact with a variety of industry sectors; we regularly engage in live projects, we invite industry speakers to present case studies, we hold master classes, and students are encouraged to conduct work experiences in a wide variety of sectors and to engage in competitions and live projects.

Pitching and presentation are key skills common to all successful practitioners, and we offer a variety of opportunities to practice and perfect your presentation skills.

The programme culminates in the production of a Major Project, where you develop an original piece of work to act as evidence in support of job applications, pitching for freelance work, or application to further study. By this stage in the process, you will have a clear sense of the direction you would like your future career to take, and can design this major project accordingly, as an opportunity to strategically develop and display your particular skills and interests.

Employability and enterprise are embedded in the curriculum, with a focus on self-promotion and further development of employability skills, creating an online presence and making networking contacts with potential employers significantly working with the Westminster Enterprise Network. Throughout the main course curriculum, subject learning is contextualised in terms of your personal and professional development.

The course team work closely with the Westminster Enterprise Network, which offers you support to:

- explore opportunities and networks
- develop ideas and skills
- build experience
- accelerate business ideas and careers.

<https://www.westminster.ac.uk/current-students/employability-and-career-development/exploring-careers/enterprise-and-entrepreneurship>

## What will you be expected to achieve?

### Course learning outcomes

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)

Cognitive Skills, are learning outcomes that help build conceptual understanding that is necessary to devise and sustain arguments, and/or to solve problems and comment on research.

Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

**Level 7 course learning outcomes:** upon completion of Level 7 you will be able to:

- 001 Critically analyse current debates, trends and problems relevant to the interdisciplinary field of interactive media and development. ( CS )
- 002 Use a range of digital tools to develop and produce original interactive media artefacts, professionally managing the process from concept to completion. ( PPP )
- 003 Demonstrate a comprehensive understanding of the key research methodologies and approaches relevant to the field of interactive media practice. ( KU )
- 004 Articulate complex relationships between concept, technology and users and critically evaluate their own creative productions and their social contexts to solve problems. ( CS )
- 005 Apply industry best practices and research-informed production techniques to a range of interactive media projects. ( SS )
- 006 Apply advanced programming skills to produce digital applications, integrating these techniques with various digital output channels/platforms. ( SS )
- 007 Work in groups to demonstrates an understanding of agile production methodologies, fast turnaround methods, sprints and other current digital media working practices. ( SS )
- 008 Develop independent learning and skills that show a professional and work orientated approach to interactive media. ( PPP )
- 009 Demonstrate strong leadership skills through the ability to manage teams and projects to meet a given industry brief. ( KTS )
- 010 Communicate effectively, to clients, users and work colleagues/team members. ( KTS )
- 011 Demonstrate self-evaluation through reflective practice, systematic, critical and deep understanding. ( CS )

## How will you learn?

### Learning methods

Our learning and teaching methods are culturally inclusive, encouraging home and international students to engage positively with all students on the cohort and to value diversity.

We aim to provide a range of modes of learning, including, for example, individual work, group work and opportunities for off-campus learning through attending conferences and participating in industry collaborative arrangements such as hackathons.

Students on the Interactive Media Practice Masters programme learn through a variety of methods. These include:

- Problem based Learning
- Active Learning
- Work Based Learning
- Blended Learning
- Student-led Learning

- Flipped Classroom
- Demonstrating in Practice
- Self-Organised Learning

In **Problem-Based Learning** students develop their skills and their critical understanding of creative technologies by tackling a specific problem. With support from the tutor, this offers a more engaging way of exploring the subject material and is a key way the course aims to help students develop the core competencies they need.

Building on this, **Active Learning** allows students control of their own learning through lab based work, where they can explore ideas from lectures, at their own pace, again within a supportive context developed by the tutors.

Students also have the opportunity to learn through **Work-Based Learning**, usually in the form of industry projects. This is implemented directly within modules via live briefs from industry partners or developed as an extracurricular activity on the programme. For example, students can embark on external hackathon style projects during the course in addition to mandatory study.

**Blended Learning**, in which online technologies and virtual learning environments (VLEs) support learning in the classroom, is also a key part of the programme. This can involve both supporting independent study via access to relevant textual and video materials and using collaboration and communication tools to support group work and projects.

Using these technologies, students are expected to use their own areas of expertise to support each other's learning (aka **Student-Led Learning**).

The programme also uses a **Flipped Classroom** approach on many of its modules. Students are encouraged to read and watch lecture based material before exploring concepts via a creative task or problem in a workshop or lab. Students are encouraged to read widely and consume a broad range of material, and to use knowledge from readings and specialisms via research-informed, critical theory in their practical hands on workshops.

**Demonstrating in Practice** refers to the expectation of students to demonstrate practice based work usually in the form of a presentation of a partly functioning prototype or a feasibility analysis. Students will be actively developing digital interventions through problem-solving production of artefacts, prototyping minimum viable product (MVPs), Proof of concept (PoCs) and Betas.

**Self-Organised Learning** is implemented on the programme by drawing on the knowledge and understanding brought by students from different backgrounds; they are encouraged to share and discuss personal knowledge and experience of an issue in tutorial/seminar groups.

## Teaching methods

Teaching approaches on the course are varied according to the needs of each module, and strategies for teaching and learning are published in every module handbook.

The main teaching and learning methods on the course include the following:

**Lectures:** these are used to present information and act as a springboard for students' research and discussion on a given subject; to build on the assigned readings and explore and examine contextual issues, and to present an opportunity to engage with the key themes of the module.

**Seminars:** these are used to support students' learning on the module through small group discussions of detailed theoretical content, techniques and ideas.

**Workshops:** small and medium-size groups of students develop work in progress tutored by specialist staff.

**Practical demonstrations:** small and medium-size groups of students attend demonstrations of techniques and technologies with active student participation.

**Tutorials:** one to one contact between a specialist member of academic staff and a student conducting independent research or a creative project; tutorials aim to support individual research and practice.

**Learning contracts:** negotiated plans of learning agreed by the module leader to tailor the student's experience of a module or of specified learning outcomes and help them structure their individual project work and research.

**Group working, teamwork and collaboration:** working in small groups, team working and collaborative opportunities, students will be drawing on the richness of the diverse student body reflected within the digital workplace. This will include group work in small teams both F2F and remote digital collaboration, using multi-threaded workflow methodologies in

addition to developing encouraging emotional intelligence (EI) and thought leadership.

**Extracurricular activity (ECA):** students are expected to engage with the wide range of extracurricular activity during the course, that falls outside the realm of the normal curriculum these usually include competitions, diversity clubs, hackathons, hack days, hackfest, datathon or codefest, student-led initiatives and co-creation projects. Students will be expected to develop more meaningful interactions with a diverse range of peers enabling to acquire traits such as socially responsible leadership skills, inclusion and multicultural competence through ECA activity.

Equality, Diversity and Inclusivity are at the heart of the course design. The course takes a global perspective, and looks at different cultures and contexts. Students will learn how to through write for global audiences, and will explore representation, identity and impact. Students will develop open and inclusive ways of working in the media, both on their own and in teams, that recognise the need to represent the different interests and communities that come together in modern diverse societies. Option modules give you the chance to investigate and discuss current debates around self-representation, diverse selves and different identities. You can also develop skills in active inclusiveness and engagement with diverse audiences and communities.

## Assessment methods

There are no formal examinations on the course. Students are assessed by a variety of methods including producing a range of artefacts, essays, research reports, prototypes, presentations, group and individual creative projects. Students are expected to demonstrate the use of applied research with a research-informed, practice-led approach.

Students on the course will be assessed by formative and summative assessments.

**Formative assessments** are designed to give students early feedback (non-marked constructive feedback, for example after class presentations). It is part of the programme’s culture of continuous feedback/’feed forward’, which has been designed to encourage a progressive learning system in which students are supported as they move to completing their summative assessments.

**Peer Review:** as part of the collective and open ethos of the course, students can be part of the formative assessment process, offering peer feedback on work in progress. Peer review is a particularly important part of the assessment process with students formally presenting their work to their peer group with feedback being presented by the tutor and group. This presents the student with an opportunity to defend the work under scrutiny, and assess the level of personal input and understanding.

**Summative assessments** usually happen at the mid-point of a module and at the end. In some modules the two summative assessments are linked – the first might focus on researching an idea for an interactive media application, the second on creating a working prototype of the idea. Summative assessments are marked in accordance with the Assessment Criteria detailed in the module proforma – these assess the extent to which students have attained the module’s Learning Outcomes.

**Assessment Procedures:** details of the assessment methods and criteria for each part of the coursework and the schedule of coursework assignments, including methods and dates of submission, coursework return and tutor feedback deadlines are provided in the module handbook.

**Assessment Events:** summative assessment often focuses on the creation of a project, which is handed in. But practical work is also assessed through a process of peer group presentations. This involves students individually, and /or in teams presenting work to tutors and peers. This supports the students’ ability to present their work in public, and to develop critical judgement in relation to their own and others’ work. In addition, it promotes a culture on the course with regards to the completion and practical realisation of work within stringent deadlines, and acts to improve overall work standards.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	002, 004, 006, 008, 009, 011
Literate and effective communicator	001, 003, 004, 005, 007, 008, 009, 010, 011
Entrepreneurial	010
Global in outlook and engaged in communities	001, 005, 007
Socially, ethically and environmentally aware	001, 003, 004, 005, 007

## Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time

Postgraduate students study 180 credits per year. Additional free text information on the choices may also be included, for example where students must choose one of two modules.. Course structures can be subject to change each academic year following feedback from a variety of sources.

## Modules

### Level 7

This section shows the core and option modules available as part of the MA Interactive Media Practice course and their credit value.

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.

Module Code	Module Title	Status	UK credit	ECTS
7MUPR007W	Hack Lab and Creative Technology	Core	20	10
7MUPR011W	Innovation and Interactive Design	Core	20	10
7MUPR005W	Major Project	Core	60	30
7MUPR010W	Mobile Apps and Wearables	Core	20	10
7MUPR002W	UX Design and Development	Core	20	10
7MEST005W	Digital Marketing and Generative AI	Option	20	10
7INME009W	Self-Representation and Digital Practice	Option	20	10
7MUMN010W	Start-up Incubator and Digital Entrepreneurship	Option	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

Accreditation for specific digital software such as Adobe and Microsoft can be gained through the University study skills and digital training.

Students have the chance to get qualified as an Adobe Certified Associate (ACA) in Adobe Creative Cloud software, for free.

ACA certification represents an industry standard, globally recognised qualification that validates basic, entry-level skills in digital communications using Adobe tools, a great addition to employability and CVs.

Providing certification in:

- Indesign
- Illustrator
- Photoshop
- Premiere Pro

<https://www.westminster.ac.uk/current-students/studies/study-skills-and-training/digital-skills>

## Course management

The MA Interactive Media Practice is taught within the Westminster School of Media and Communication in the College of Design, Creative and Digital Industries. It is based on the green site of Harrow Campus, shared with Westminster School of Arts and the highly acclaimed research institutes CAMRI <https://camri.ac.uk/about-us/> and CREAM <https://cream.ac.uk/>.

The management structure supporting the course is as follows:

- The Course Leader is responsible for the day-to-day running and overall management of the course and development of the curriculum. The Course Leader holds regular meetings with student representatives to hear and act on feedback.
- The Head of School holds academic responsibility for the course and for the other undergraduate courses run within the Westminster School of Media and Communication.
- The professional and research practice of the course team ensure that we reflect current and emerging real-world concerns and demands, through regular staff meetings as well as formal and informal interaction between the staff and outside industry professionals. 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.

## Academic regulations

The current Handbook of Academic Regulations is available at [westminster.ac.uk/academic-regulations](https://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](https://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©