

## Course record information

<b>Name and level of final award</b>	<ul style="list-style-type: none"> <li>• Master of Arts - Urban and Regional Planning</li> <li>• Postgraduate Certificate - Spatial Planning</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) - Urban and Regional Planning</li> <li>• Postgraduate Certificate (Pg Cert) - Urban and Regional Planning</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: Central London
<b>Language of delivery and assessment</b>	English
<b>QAA subject benchmarking group(s)</b>	<a href="#">Town and Country Planning</a>
<b>Professional statutory or regulatory body</b>	MA Urban and Regional Planning has RTP1 accreditation as a combined planning degree.
<b>Westminster course title, mode of attendance and standard length</b>	<ul style="list-style-type: none"> <li>• MA Urban and Regional Planning FT, Full-time, September start - 1 year standard length</li> <li>• MA Urban and Regional Planning PT, Part-time day, September start - 2 years standard length</li> </ul>
<b>Valid for cohorts</b>	From 2026/7

## **Additional Course Information**

### **Course structure**

MA students take all core modules and choose one specialist option module. Because the modules vary in length and content, they also vary in credits earned.

Full-time Postgraduate MA students are expected to complete 180 credits in one academic year.

Part time students will normally complete the 180 credits in two academic years.

On some modules students are taught alongside students from other built environment postgraduate courses (e.g. International Planning and Sustainable Development and Urban Design), facilitating genuinely interdisciplinary learning and giving students an understanding of the role of different disciplines and professions involved in the production of the built environment.

A highlight of the curriculum is the +/- one-week-long field trip (typically to a European city outside the UK). Albeit non-credit bearing, it is compulsory for MA and PG Diploma students and there is a non-marked assessment that must be passed to complete the degree. For the compulsory field trip, accommodation and the costs of scheduled academic activities are covered by your tuition fees. However, students should anticipate some additional out of pocket costs, e.g. for meals, incidental purchases and any optional activities

The Postgraduate Diploma and the Postgraduate Certificate are available as target and exit awards.

To obtain the Postgraduate Diploma students must successfully complete 120 credits, including core modules worth a minimum of 100 credits.

To obtain the Postgraduate Certificate students must successfully complete 60 credits, including core modules worth a minimum of 40 credits.

### **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 course

In a time of rapid change, growing complexity, and mounting social, environmental, and economic challenges, planning has never been more essential. The MA in Urban and Regional Planning – fully accredited by the Royal Town Planning Institute (RTPI) and aligned with UK QAA professional standards – invites students to engage critically with both the theory and practice of planning, connecting critical thinking with purposeful action and intervention as the foundation of effective practice. Drawing inspiration from Donald Schön's idea of the reflective practitioner, and recognising planning as a process of critical thinking and ethical intervention shaped by evolving spatial, social, and environmental contexts, the course places critical reflection at the heart of learning.

It encourages students to challenge inherited assumptions, question established practices, and explore what it means to plan responsibly in today's turbulent times — driving forward new ideas for more sustainable, equitable, and liveable cities. Building on the University's more than 90 years of experience in delivering postgraduate courses in town planning, the programme responds to the growing needs of employers for planners who can investigate and adapt to changes in the natural and built environments, navigate the challenges of sustainable development, and critically reflect upon the values underpinning contemporary approaches to land use and urban change. It examines planning across diverse contexts and scales, with a particular focus on planning in, and for, towns, cities, and urban regions in the UK.

Professionally accredited by the RTPI, the course meets the Institute's requirements for initial planning education, covering both the 'spatial' and 'specialist' elements. Two-thirds of the course focus on spatial planning – the principles relevant to the making of place and the mediation of space – while the remaining third allows students to explore ideas and debates in depth within a chosen specialist area of planning. Designed to accommodate busy schedules, the programme is offered for full-time or part-time study at the University's modern Marylebone campus in central London.

In addition to the MA qualification, Postgraduate Diploma and Postgraduate Certificate routes are available, enabling students to join the course at a point that suits their circumstances, accumulate credits, and graduate with a qualification that meets their individual goals. Within the School of Architecture and Cities – a genuinely interdisciplinary environment – students study alongside peers and professionals from related built environment disciplines, including urban design, transport planning, architecture, and interior design. They also benefit from links with neighbouring schools, which offer complementary expertise in fields such as property and construction.

Teaching is delivered by qualified and dedicated staff with extensive industry, research, and teaching experience, and is complemented by contributions from guest speakers from planning practice and policy, ensuring a strong connection between academic learning and professional realities. Reflecting the University's commitment to the UN Sustainable Development Goals, the curriculum integrates and interrogates the social, environmental, and economic dimensions of sustainability as interdependent concerns. It is continuously updated in collaboration with practitioners to ensure it remains responsive to the evolving contexts of planning practice and the changing demands of the profession.

Located in the heart of London, the course benefits from an outstanding learning environment. The city itself offers abundant opportunities for exploration and engagement, effectively serving as a 'classroom' for many of the course's activities, while the School and wider University provide extensive academic and professional support that connects learning directly to contemporary practice. Students also benefit from studying in a course of a size that supports both personalised guidance and collaborative learning, in a vibrant and diverse community.

## MA Urban and Regional Planning

The MA Urban and Regional Planning course gives students the knowledge, understanding and skills necessary to practise professionally as a spatial planner in a variety of private, public and community contexts. Building on the University's experience of delivering postgraduate courses in town planning for more than 80 years, it has been designed to meet the growing employer needs for staff who can investigate changes in the natural and built environments, cope with the challenges of sustainable development, and debate and critically reflect upon the knowledge and values underpinning current approaches to land use development. It examines planning across diverse contexts and scales, but focuses in particular on planning in, and for, towns, cities, and urban regions in the UK. Students are taught by qualified and dedicated staff who possess vast industry, research and teaching experience, get the opportunity to hear and learn from guest speakers from the world of practice, and moreover benefit from studying in a genuinely multidisciplinary environment, consisting of a broad range of built environment disciplines, including (but not limited to) urban design, transport planning, architecture, interior design as well as property and construction.

Professionally accredited by the Royal Town Planning Institute (RTPI) and covering both the 'spatial' and 'specialist' elements of the RTPI's requirements for initial planning education, the proportion of the course devoted to each element is in accordance with the requirements of the RTPI Policy Statement on Initial Planning Education: two-thirds of the course are devoted to the spatial planning element, defined by the RTPI (2012) as the 'main principles relevant to the making of place and the mediation of space, in particular sustainability'. And one-third is devoted to the specialist element, providing students with the opportunity to 'explore ideas, perspectives and debates to a considerable degree of depth in one distinct area of planning' (RTPI, 2012). Designed to accommodate busy schedules and offered for full-time or part-

time study at the University's modern Marylebone campus in central London, the course's main learning objectives can be summarised as follows:

- To equip students with a critical awareness of the complexity of interrelated forces shaping spatial development, the key challenges that surround current trajectories of development across diverse contexts and scales, and the role of planning in addressing them.
- To provide students with an understanding of the historical and theoretical foundations of spatial planning, its context, purpose, and scope, as well as different planning roles in public, private and voluntary sectors.
- To provide in-depth knowledge of key aspects and dimensions of sustainable development and spatial planning's contribution to the creation (and maintenance) of sustainable communities and places.
- To provide students with practical understanding of the plan-making and planning decision-making process and equip them with knowledge of, and expertise in, skills, techniques, strategies and methods essential for effective working in planning practice and related professions.
- To equip students with key transferable skills, including analytical and research skills, verbal and written communication, as well as negotiation and presenting skills that are sought after by employers.
- To develop an understanding of the values and ethics of working as a professional in the field of planning and develop students' ability to exercise critical thinking and independent judgement.
- To develop in students the qualities of a reflective practitioner who sees the acquisition of knowledge and skills as a lifelong process and is able to respond – and adapt – to changing roles and contexts within the profession.
- To provide students with the ability to explore ideas, perspectives and debates to a considerable degree of depth in one distinct area of planning (MA only).

As a result, our course creates critical-minded, well-rounded, and highly employable graduates who are well-prepared to excel in a variety of career environments and equipped with the skills and competencies necessary for addressing the manifold challenges and opportunities associated with contemporary spatial development and planning.

In addition to the MA qualification, Postgraduate Diploma or Postgraduate Certificate options are also available, enabling students to access the course at a point that is relevant to their circumstances, achieve credits and leave at a point that specifically meets their needs.

## 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.

A planning qualification provides excellent employment potential both in the UK and internationally, and graduates from the course have established successful careers across local government, consultancy, and other sectors, with many progressing to senior and even leadership roles. In addition, the MA provides a strong basis for pursuing further study both within and beyond the field of planning, including progression to the School of Architecture and Cities' Doctoral Programme.

A key foundation of the course is its accreditation by the Royal Town Planning Institute (RTPI), ensuring professional recognition and a clear route toward full membership and further career advancement. The curriculum is developed and delivered in close collaboration with practising professionals, ensuring strong alignment with industry needs, while regular guest lectures, live briefs, and a range of career-focused activities create direct links between learning and professional practice. In addition, students can access university-wide career support through the Career Development Centre, Zone 29, which provides guidance, mentoring, and workshops across disciplines to assist with employment preparation and further study.

# 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)

Upon successful completion of the the programme, students will have acquired the requisite knowledge and understanding to:

- CLO.01 Critically evaluate the complexity of interrelated forces – including political, legal, institutional, and ethical frameworks – that shape spatial development, assess current development trajectories across diverse contexts and scales, and synthesise the role of planning in addressing these challenges ( KU PPP SS )
- CLO.02 Analyse and critique the historical, theoretical, and contextual foundations of spatial planning, appraise its purposes and sectoral roles, and evaluate arguments for and against different theoretical approaches by reflecting on lessons from diverse planning contexts and scales. ( KU SS CS )
- CLO.03 Appreciate, interrogate, and appraise key aspects and dimensions of sustainable development, and evaluate spatial planning's contributions to the built and natural environment, including the implications of climate change for planning and community well-being ( KU PPP SS )
- CLO.04 Design, implement, and appraise plan-making and planning decision-making processes, integrating resource management, development finance, and professional methods to deliver added value to communities ( KU KTS SS )
- CLO.05 Critique and reflect on the values, ethics, and professional responsibilities in planning; appraise rights, responsibilities, inclusion, equality of opportunity, and the legal and practical implications for planning processes and decision-making. ( KU SS CS )
- CLO.06 Demonstrate reflective practice and lifelong learning by adapting proactively to changing roles, contexts, and challenges within the planning profession, while upholding professional standards and ethical behaviour. ( KU PPP )
- CLO.07 Evaluate and synthesise ideas, perspectives, and debates in a specialist area of planning, applying reflective analysis to varied social, economic, and environmental contexts and ethical considerations (MA only) ( KU SS CS )
- CLO.08 Plan and conduct effective data collection, analysis, and appraisal, synthesising evidence to inform and justify independent decisions in planning practice. ( KTS SS CS )
- CLO.09 Demonstrate and appraise advanced verbal and written communication, collaboration, negotiation, mediation, advocacy, and leadership skills, using appropriate technology and media in professional planning practice. ( PPP KTS SS )
- CLO.10 Apply, evaluate, and refine project and self-management strategies – including setting targets, managing time and resources, meeting deadlines, and balancing competing demands – for effective professional practice in planning and related fields. ( PPP KTS )
- CLO.11 Apply advanced reflective practice to critically evaluate personal performance and synthesise insights for the continuous enhancement of planning skills in response to feedback and changing professional demands ( PPP KTS )

## How will you learn?

### Learning methods

The course is delivered through a wide range of learning methods aligned with its core aims and learning outcomes, combining directed and independent study. Emphasis is placed on providing a nurturing and supportive environment where students are encouraged to question established knowledge and practice, and to critically evaluate issues within both theoretical and practical frameworks.

Donald Schön's notion of the *reflective practitioner* serves as a guiding principle, promoting self-awareness, criticality, and the capacity to apply knowledge adaptively in diverse planning contexts. Peer-to-peer learning is central to the course.

Drawing on the richness of a typically diverse student body, which includes many practising planners, modules are designed to provide space for dialogue, collaboration, and mutual learning, allowing students to contribute their professional and cultural perspectives. This approach not only deepens understanding but also supports the acquisition of key transferable skills sought after by employers. Throughout the course, students benefit from continuous academic guidance and feedback offered by tutors and instructors, with Blackboard offering a coherent, inclusive, and accessible platform for communication, collaboration, and engagement across all modules.

### Teaching methods

The course is structured as a series of modules, each functioning as a coherent block of learning with clearly defined aims, learning outcomes, and associated forms of assessment. Teaching typically combines lectures, seminars, workshops, and independent study but students also engage with live briefs and real-world projects developed in collaboration with local authorities, community organisations, and industry partners.

These opportunities are designed to situate theoretical learning within current planning practice, bridging critical thinking and action in line with the RTPI's emphasis on planning as both a reflective and an interventionist process, helping students connect classroom concepts with professional expectations and public outcomes. In addition to the learning opportunities offered on campus and across London, the course also includes a compulsory field trip for all MA and PG Diploma students to a European destination to help students build fieldwork skills, understand the contextual nature of planning challenges, and critically assess innovative approaches to managing change in cities and regions. The trip also encourages reflection on how planning ideas and practices might – or might not – be effectively transferred between contexts, offering new perspectives on issues encountered in the UK.

In line with the University's Equality, Diversity and Inclusion (EDI) commitments, inclusive teaching is embedded throughout the course design. All modules incorporate perspectives, case studies, and voices drawn from diverse social, cultural, and experiential contexts while teaching strategies are consciously structured to foster peer learning, critical reflection, and intercultural understanding. In addition, the curriculum not only familiarises students with how to plan for equity, diversity, and inclusion – procedurally and substantively – but also invites them to engage critically with the contested and often contradictory histories of planning, including its complicity in reproducing inequalities while the field trip further deepens students' exposure to varied planning traditions and communities.

### Assessment methods

Students are assessed through a variety of methods, including essays, reports, reflective assignments, a mock planning committee, presentations, examinations, and other appropriate activities. Some modules require students to work collaboratively, and most include a formative assessment to help them prepare for the summative assessment contributing to the overall course mark and degree award. In addition, all MA students complete either a traditional dissertation or a professional report based on a Planning Implementation Project (PIP). Both routes enable students to demonstrate their ability to frame and pursue a complex planning or urban development question/challenge, manage their work independently, and communicate findings effectively under the guidance of a supervising tutor.

### 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.

# MA Urban and Regional Planning

## Level 7

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
7PLAN007W	Making and Managing Places	Core	1	40	20
7PLAN009W	Planning Field Trip	Core	1	0	0
7PLAN012W	Planning Theory and Practice 1	Core	1	20	10
7PLAN013W	Planning Theory and Practice 2	Core	1	20	10
7PLAN003W	Dissertation/Policy Implementation Project	Core	2	40	20
7PLAN035W	Planning Research: Methods and Skills	Core	2	20	10
7PLAN019W	Sustainable Cities and Neighbourhoods	Core	2	20	10
7PLAN040W	Communities Towards Sustainability: Public Engagement	Option	2	20	10
7PLAN041W	Conservation and Heritage	Option	2	20	10
7PLAN033W	Emerging Landscapes and Urban Ecologies	Option	2	20	10
7PLAN029W	Environmental Policy, Assessment and Climate Change	Option	2	20	10
7HOUS002W	Housing and Regeneration	Option	2	20	10
7TRAN036W	Information Management Applications for Urban Planning	Option	2	20	10
7TRAN013W	Land Use Planning and Transport	Option	2	20	10
7TRAN037W	Modifying Transport Behaviour: Theory, Practice and Politics	Option	2	20	10
7PLAN038W	Place and Experience in Design of Urban Spaces	Option	2	20	10
7PLAN010W	Planning for Urban Risk and Resilience	Option	2	20	10
7TRAN027W	Streets, Places and Active Transport	Option	2	20	10

# PG Diploma in Urban and Regional Planning

## Level 7

### Full Time

Semester 1: 7PLAN012W, 7PLAN007W, \*7PLAN009W, 7PLAN019W

Semester 2: 7PLAN013W, 7PLAN007W, Option Modules

\*not credit-bearing but compulsory elements of the MA/PG Diploma

### Part Time

#### Year 1

Semester 1: 7PLAN012W, 7PLAN007W, 7PLAN009W

Semester 2: 7PLAN013W, 7PLAN007W

#### Year 2

Semester 1: 7PLAN019W

Semester 2: Option Modules

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
7PLAN007W	Making and Managing Places	Core	1	40	20
7PLAN009W	Planning Field Trip	Core	1	0	0
7PLAN012W	Planning Theory and Practice 1	Core	1	20	10
7PLAN013W	Planning Theory and Practice 2	Core	1	20	10
7PLAN019W	Sustainable Cities and Neighbourhoods	Core	2	20	10
7PLAN040W	Communities Towards Sustainability: Public Engagement	Option	2	20	10
7PLAN041W	Conservation and Heritage	Option	2	20	10
7PLAN033W	Emerging Landscapes and Urban Ecologies	Option	2	20	10
7PLAN029W	Environmental Policy, Assessment and Climate Change	Option	2	20	10
7HOUS002W	Housing and Regeneration	Option	2	20	10
7TRAN036W	Information Management Applications for Urban Planning	Option	2	20	10
7TRAN013W	Land Use Planning and Transport	Option	2	20	10
7TRAN037W	Modifying Transport Behaviour: Theory, Practice and Politics	Option	2	20	10
7PLAN038W	Place and Experience in Design of Urban Spaces	Option	2	20	10
7PLAN010W	Planning for Urban Risk and Resilience	Option	2	20	10
7TRAN027W	Streets, Places and Active Transport	Option	2	20	10

# Postgraduate Certificate in Urban and Regional Planning

## Level 7

### Part Time

#### Year 1

Semester 1: 7PLAN012W, Option Module

Semester 2: 7PLAN013W, Option Module

Module Code	Module Title	Status	UK credit	ECTS
7PLAN012W	Planning Theory and Practice 1	Core	20	10
7PLAN013W	Planning Theory and Practice 2	Core	20	10
7PLAN040W	Communities Towards Sustainability: Public Engagement	Option	20	10
7PLAN041W	Conservation and Heritage	Option	20	10
7PLAN033W	Emerging Landscapes and Urban Ecologies	Option	20	10
7PLAN029W	Environmental Policy, Assessment and Climate Change	Option	20	10
7HOUS002W	Housing and Regeneration	Option	20	10
7TRAN036W	Information Management Applications for Urban Planning	Option	20	10
7TRAN013W	Land Use Planning and Transport	Option	20	10
7TRAN037W	Modifying Transport Behaviour: Theory, Practice and Politics	Option	20	10
7PLAN038W	Place and Experience in Design of Urban Spaces	Option	20	10
7PLAN010W	Planning for Urban Risk and Resilience	Option	20	10
7TRAN027W	Streets, Places and Active Transport	Option	20	10
7PLAN019W	Sustainable Cities and Neighbourhoods	Option	20	10

# Postgraduate Certificate in Spatial Planning

## Level 7

Top-up for MA Urban Design to achieve full RTP1 accreditation.

Semester 1: 7PLAN012W, 7PLAN045W

Semester 2: 7PLAN013W, 7PLAN045W

Module Code	Module Title	Status	UK credit	ECTS
7PLAN012W	Planning Theory and Practice 1	Core	20	10
7PLAN013W	Planning Theory and Practice 2	Core	20	10
7PLAN045W	Reflective Practice in Design and Spatial Planning	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 MA Urban and Regional Planning is fully accredited by the Royal Town Planning Institute (RTPI) as a combined degree programme. On successful completion of the MA course, students can become licentiates of the RTPI. After two years' experience in practice, they may make a submission for their Assessment of Professional Competence and, if successful, are then entitled to full RTPI membership, leading to better career – and salary – prospects. The Postgraduate Diploma and Postgraduate Certificate on its own do not meet RTPI requirements for Initial Planning Education but can be used as an element for accreditation eligibility. More information on routes to membership can be obtained from the RTPI website.

## Course management

The course team is comprised of a Course Leader, who is responsible for the organisation and management of the course, as well as faculty members contributing significantly to its delivery. The Course Leader acts as the students' main point of contact for all questions and concerns pertaining to the course but each student is also allocated a personal tutor, who is usually a member of the course team, to whom they can turn for advice regarding academic and personal matters.

Individual modules are led by named module leaders who are the first points of contact for module specific enquiries, e.g. regarding coursework and assessment.

The course is overseen by two External Examiners, one of whom is a professional practitioner, the other an academic, who submit annual reports on the standards and quality of the programme, verify assessment decisions and oversee the overall academic progress of students.

Continuous monitoring and review of the student learning experience is ensured through various activities. Amongst other things, the course team holds annual module and course reviews in which modules are reviewed and discussed amongst members of staff following feedback from students, external examiners and module pass rates. And there are regular course team meetings throughout the academic year to which elected student representatives are invited to put forward their views and discuss matters relating to the course.

## Academic regulations

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