Programme Specification: Cyber Security and Forensics MSc

Course record information

Name and level of final award	• Master of Science - Cyber Security and Forensics The award is Bologna FQ-EHEA second cycle degree or diploma compatible
Name and level of intermediate awards	• Postgraduate Diploma (Pg Dip) - Cyber Security and Forensics • Postgraduate Certificate (Pg Cert) - Cyber Security and Forensics
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Central London
Language of delivery and assessment	English
QAA subject benchmarking group(s)	QAA Subject Benchmark Statement - Computing March 2022
Professional statutory or regulatory body	The programme is accredited by British Computer Society (BCS) The Chartered Institute for IT, for partially meeting the academic requirement for CITP and CEng. Accreditation is valid for intakes to this course between September 2022 – August 2028. This programme is also fully certified by the National Cyber Security Centre (NCSC), for the period May 2023 – August 2028
Westminster course title, mode of attendance and standard length	• MSc Cyber Security and Forensics FT, Full-time, September start - 1 year standard length • MSc Cyber Security and Forensics PT, Part-time day, September start - 2 years standard length • MSc Cyber Security and Forensics PT, Part-time evening only, September start - 2 years standard length • MSc Cyber Security and Forensics PT, Part-time evening only, January start - 2 years standard length
Valid for cohorts	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 Cyber Security and Forensics course has been designed with a high degree of relevance to industry's needs. By it is nature the course is practitioner oriented and it provides highly marketable Computer Security and Digital Forensics skills.

The course is aimed at (a) graduates with a good Honours degree with a substantial computing flavour who wish to pursue a postgraduate qualification in the field of Computer Security and Digital Forensics; and (b) practitioners who want to enhance their professional abilities, develop further their careers, update their technical skills and/or deepen their knowledge/understanding of state of the art and emerging technologies.

Overall the course aims to develop students' competences and equip them with specific technical skills so that they can either work effectively as IT security professionals who have a strong awareness of the environment in which they operate and/or be able to pursue research oriented academic study. More specifically, the course provides a balanced study that aims at producing graduates capable of:

- promoting public awareness of, and debate about, the social need for and technical challenge of digital security;
- utilising their problem-solving skills and their knowledge of various techniques / tools / methods, to deliver solutions to Computer Security related problems;
- developing cyber security and forensics as an appropriate vehicle of postgraduate academic study;
- working independently as confident and reflective digital security practitioners to a professional standard;
- participating in professional networking within a rapidly developing cyber security and forensics community.
- fostering research within the field of cyber security and forensics, and enable students to carry out further study and independent academic or practice based research.
- developing professional attitudes as well as the interpersonal and Programme Specification: MSc Cyber Security and Forensics entrepreneurial skills required of a practitioner in the industry.
- being self-motivated and independent learners, self-aware and able to reflect on their learning, and to manage their own personal development and career planning.

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.

Students graduating from this course can be confident that the course content is continually reviewed and kept up to date, both from academic and professional viewpoints.

Scenario-based assessments prepare students for the professional work environment.

Modules align with professional certificates and allow students to further develop their skills and progress in their careers.

Links with industry are also beneficial for students. Examples of roles this course will prepare you for are:

- Vulnerability assessor
- Computer forensics analyst
- Computer security incident responder
- Information security analyst
- Information security assurance analyst
- Information security consultant
- Information security risk officer
- IT security engineer
- IT security operations specialist
- Penetration tester
- security officer
- Source code auditor
- Network Security officer

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:

- CLO01 Have a systematic understanding and a critical awareness of current issues in the area of Cyber Security and Forensics and be able to operate within associated professional, legal and ethical frameworks (KU PPP)
- CLO02 Evaluate the risk posed by cybercrime to our society (KU)
- CLO03 Show critical awareness of current research in cyber security and forensics, contemporary problems and insights. (KU CS)

- CLO04 Work effectively within a team both as a leader and/or member, clarify tasks and guide the activities of others, make appropriate use of team members abilities, negotiate and handle conflict with confidence, and participate effectively in the peer review process to improve practice and outcomes (PPP KTS)
- CLO05 Competently undertake research tasks with minimum guidance; sieve through information clutter to identify relevance, organise and present information effectively using different media. (SS CS)
- CLO06 Be able to conduct a commercial risks assessment for a cyber incident event or a digital forensics problem, their impact on a business and mitigation measures (KU KTS)
- CLO07 Engage confidently in academic and professional communications with others, reporting clearly, autonomously and competently (KU)
- CLO08 Critically evaluate and make efficient use of computer forensic software tools (SS)
- CLO09 Identify, preserve and analyse sources of digital evidence and present digital forensic evidence in a systematic manner in a court of law (SS)
- CLO10 Demonstrate an awareness of continuing professional development and the importance and benefits of supporting equality, diversity and inclusion (PPP)

How will you learn?

Learning methods

The guiding principles are to provide sufficient and appropriate teaching facilities, learning resources and student support services to deliver a high-quality academic experience. In practice, this means providing and maintaining appropriate physical and virtual environments for delivery of learning and teaching; learning facilities and resources are accessible and relevant to your development of knowledge and skills and to support you to achieve successful academic outcome.

The specific teaching and learning strategies adopted on the course use a variety of inclusive learning, teaching and assessment methods to ensure that together they enable and empower you to fulfil your potential and achieve a successful outcome.

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

The course design ensures that you will have a learning experience that is flexible, respects diversity, encourages active participation and considers students varying needs, supporting the University of Westminster's Black Lives Matter Commitment Plan, The course has been developed using an inclusive approach where you will have a learning experience that respects diversity, encourages participation, reduces barriers to learning and considers the varying needs of students.

Within the course, inclusivity has been addressed through a programme that offers a wide range of cyber security and forensics topics blending both practice and theory, different learning and teaching methods, diverse assessment methods, personalised learning through accessible online resources and individual support throughout the course and opportunities for professional development.

The course will encourage and enable you to tailor your learning according to your career ambitions, cultural identity and individual aspirations by allowing you to choose a project specialisation within the area of cyber security, develop your own practical solutions to a given problem set and select option modules that will enable you to specialise or gain greater confidence in various application areas of cyber security and forensics.

The topics covered in the course focus entirely on essential technical, generic and transferable skills, but where appropriate will be studied from different social and cultural contexts providing you with a more robust and rounded approach to the subject. For example, a diverse range of case studies, authors, reading lists and critical perspectives are embedded within the course to provide an inclusively designed course delivery.

The course will equip you with the technical and employability skills required to work in a changing and diverse world. Above all you should be reassured that the course team aims to eliminate all arbitrary barriers to your learning and to work with you to achieve your best outcome.

The learning methods employed by the course are underpinned by three key principles. These are:

- Provision of a learning environment, both physical and digital, that is equitable, diverse and inclusive and which allows you to learn flexibly with materials that will be available to you in a number of learning context and at any time such as mobile and home environments;

- Provision of a supportive and safe learning environment, based on mutual trust and respect, where students are empowered to act as partners in their transformative learning experiences;
- Provision of a forward-looking course curriculum that is work-place relevant, current and authentic.

Practically, you will see this working in the following ways, for example:

- teaching materials are where possible, designed to be inclusive for all;
- where possible, the assignment of students to groups will be done in such a way as to encourage diversity;
- the active development of mutual trust and respect between students and between staff and students the celebration and encouragement of diversity through the extra-curricular activities;
- emphasis on skill-based learning using a learn-by-practice approach, use of current and industry standard tools chains and methodologies;
- the teaching of broader concerns, concepts, and skills such as the environment and project management that values inclusivity and diversity;
- a curriculum that is current, global in outlook and targeted at application areas that address real-world challenges

Learning Methods

Learning methods are aimed to facilitate active and critical learning by the acquisition, understanding and application of knowledge, skills and professionalism. The learning methods employed on the course vary depending on the type and content of a module and its intended learning outcomes. Consequently, a wide range of learning methods are used across the course's modules, for example, the use of:

- specialised software tools and packages for Cyber Security and Forensics(open source and proprietary closed sources), to build students hands-on skills and understanding of such tools;
- case studies, to improve your analytical and problem-solving skills; moreover, to integrate the knowledge gained in individual modules and demonstrate how the accumulated knowledge and understanding can be used, common case studies, where possible, are used across modules, with each module tackling different aspects of the same problem;
- presentations from outside speakers with industrial experience, where appropriate, to enable you to see how the taught material is applied in industry; appreciate how industry uses the various technologies / tools / methods / techniques to produce solutions;
- team/group work, to enable you to develop further teamwork skills to work effectively in a professional environment. research methods involving the use of library and online sources to develop research and analysis skills;
- academic report writing as part of the assignments set, to develop further these important skills, including those related to formatting and proper use of referencing;
- presentation and seminar sessions during which you present work to your classmates and evaluate/assess each other’s work;
- continuous encouragement to exploit networking opportunities and to participate and get involved in community organised events, as these enable you to identity areas for improvement while demonstrating you skills and knowledge on specific subjects / topics;
- assessment and feedback as an integral part of the learning process to enable you to (a) gauge your progress in relation to learning outcomes; (b) reflect on what you have learnt; (c) identify areas in which you are strong and areas in which you need to improve you learning so that you develop the rights skills to achieve the required learning outcomes; and (d) help you make informed decisions on the pace and focus of you own independent learning.

You are supported throughout your studies by Blackboard, the University’s Virtual Learning Environment (VLE), web-based teaching materials and the Library and IT services. Blackboard provides access to sites that provide important information related to the course, individual modules, and general university information. The Blackboard module sites are used as repositories for lecture notes, online reading lists, tutorials exercises, lectures and tutorials recordings, assessment schedules, coursework (including feedback) and for assessment purposes.

Teaching methods

The teaching strategies employed on the course are wide ranging and vary across the modules that make up the programme of study. Those selected for an individual module depend on what is most appropriate for the module's topic, learning outcomes and assessment strategy.

The delivery of the course's taught modules involves using lectures, tutorials, workshops and seminars. The lectures are used to provide a firm grounding in the theory, methods and techniques relevant to the module's topic. Within lectures a range of approaches are adopted, such as, traditional lectures, and 'structured lectures', where lecturing is broken up by periods of student-led activity. Lectures are usually supplemented by instructor led sessions where a more experimental, investigative and problem-solving approach is adopted, than is feasible in a formal lecture, to solve theoretical and/or practical problems.

During these sessions you will attend problem solving tutorials or workshops, where you work at your own pace, working alone or in small groups with a tutor guiding the work or on hand to help resolve problems. To integrate the knowledge gained in individual modules common case studies, where possible, are used across modules, with each module tackling different aspects of the same problem. Modules with a highly technical and practical content are typically delivered in the form of workshops. These take place in a computing lab and they combine material normally covered in a lecture with practical/hands-on exercises. In particular, the various concepts/constructs of the module's topics are introduced in short bursts and they are followed by a series of practical exercises that aim at enabling students to appreciate these and understand how they can be used. This approach encourages you to actively participate in the development of a solution by allowing you to (a) express your thoughts; and (b) receive individual individual feedback from peers and/or the tutor.

Assessment methods

Assessments and feedback are important and are designed to form part of the learning experience and they can have a variety of types and forms. For example, assessments may involve practical exercises ranging from short focused tasks that might be completed in a tutorial, to more complex tasks, such as short forensic analysis report or the investigation/research on a topic/area. Some of the assessments are designed to be completed individually, whereas other assessments may require you to work as part of a team, emulating as close as possible the environment you will face in industry. Types of assessment used in the course include essays, technical / lab reports, practical tests/exercises, quizzes, in-class or online tests, practical exercises, portfolios, demonstrations, oral presentations, vivas, project reports, time constraint examinations, etc.

Assessment can be (a) formative (i.e. helps establish where you are in you learning and what you have learnt so far), or (b) summative (i.e. measures how much you have learnt in a way that contributes to your overall grades). The type and nature of the employed assessment methods varies depending on the module and its associated learning outcomes. The guiding principles in designing/choosing a module's assessment and its associated feedback include:

- the choice of assessment method(s) employed needs to provides an opportunity for new learning and contribute to the learning process;
- the assessment method used should be fit-for-purpose able to measure students' achievement in the module's associated learning outcomes of each module;
- assessment is criterion-based, i.e., assessed work is marked using clearly stated assessment criteria;
- in selecting assessment methods consideration is given to the amount of effort and time required to complete the task(s) and to maintain an acceptable and balance assessment loading;
- timely and formative feedback is to be given for all assessments, including examinations;
- providing information about how you performed in the (summative or formative) assessment; guidance on how you can improve your performance in future, either individually or as part of a team.

All assessments that contribute to final grades will be assessed against clear assessment criteria stated in module descriptors; these assessment criteria are directly linked to the module's learning outcomes and they will be used to evaluate the submitted work and produce written feedback. Marks will be produced following rigorous quality mechanisms that ensure academic judgement remains fair and consistent with the wider educational sector. Feedback is given in various forms and stages; for example, in response to assessment, in response to questions in lectures, seminars and tutorials, and in guidance given during the supervision of student projects. Feedback will also come from interactions with other students.

The assessment diet of most of the modules involves a mixture of practical coursework and a closed-book problem-solving examination. For most of the modules, the coursework component involves a few assessment elements that may involve laboratory work, technical reports, oral presentations, in-class (written or online) tests, etc. The project, which is a substantial piece of work that involves the investigation/research of a topic and the development of software, is assessed using a written project proposal, final report and a viva where the students need to discuss and defend their work.

Example of Summative assessments used in the course	
Practical Coursework / Practical based portfolio	You will be expected to complete lab tasks following lab guidelines and either answer specific questions about the labs (Coursework) or analyse your results based on a given scenario (Portfolio). This type of assessment is used to assess the technical skills you acquired during the term and your ability to apply your knowledge gained in the correct context following the correct procedures and standards.
Group Presentation with/without Group Coursework	You will be working in a group, typically of 3 to 4 members, investigating a specific problem, or research a specific topic. You will be expected to give a presentation to demonstrate your group work. This is usually followed by a brief discussion and questions and answers with your peers and instructor. Generally, you will need to discuss in detail what the group has achieved, and how, and also how the work and the team member responsibilities were distributed. This type of authentic assessment is used to assess your ability to work in teams in a context that closely matches typical teamwork activities found in industry. This demonstrate that you are able to be productive and complete your given tasks in a timely manner. This assessment generally has both a group and an individual mark component.
ICT (exam conditions)	You will be expected to sit an in-class test under timed conditions. Typically, these in-class tests can be a closed-book or open-book where you will have access to certain materials. This type of assessment is used to assess your understanding of the fundamentals, theory, and paradigms. Tests help ensure you can demonstrate that you have developed a deep understanding of the subject which enables you to cope with complex problems that require deep inside in order to provide secure and optimal solutions.
Lab-based Practical	You will be expected to complete a specific lab task in the lab. This will be in most cases a timed activity where you are given instructions and a set of tasks to complete. This type of assessment is used to assess and evaluate your technical skills in a timely manner.
Coursework Case study	You will be required to work on a scenario that illustrates a specific problem. You will have to study this problem and assess it and take decisions or make recommendations. This will require research and analysis and potentially implementation in order for you to produce an assessment and recommendation. This type of assessment is used to assess your understanding of topics related to your module and how you can apply your knowledge to a given scenario. This type of assessment usually requires you to evaluate your given solution or method and justify your answers.
Research essay	You will be expected to conduct in-depth research on a specific topic. This involves examining various resources, concepts and ideas about the topic you are researching. This type of assessment is used to assess your ability to critically evaluate research material and concisely summarize, formulating your own recommendations and suggestions depending on the context.
Oral Assessment and/or Individual Presentation	You will be expected to present in a form of either a presentation or discussion on a given topic. This could also be a part of your dissertation where you will be expected to sit a viva voce assessment to defend your work. This type of assessment is used to assess the authenticity of your work and give you an opportunity to explain the reasoning of the choices, methods and principles used in your work. This assesses a wide range of practical, analytical, and interpretative skills that demonstrate your understanding of the topic and your refection.

Artefact	You will be expected to produce a product such as code implementation or a document containing a set of recommendation and guidelines that demonstrate your ability to innovate to provide solutions to a given problem. This assessment is used to assess your ability to produce quality artefacts as this is an essential requirement in the workplace.
Report	You will be expected to produce a document that outlines activities you have undertaken. This can be either for lab work that you have completed, a work experience and work placement that you undertook or your reflective comments about a specific topic. This type of assessment is used to evaluate how you can convey technical matters about activities you have conducted in an academic, concise, and justified manner.
Project Report	This will probably be the biggest document you will have to produce for your entire studies. You will be expected to produce an extended piece of written work, that contains substantial evidence of research, investigations, and possibly implementation, all related to a specific problem you have chosen. The project report is the result of your independent work, carried out under the guidance of a supervisor. This type of assessment is used to verify that you have developed a sound understanding of the course material and are able to utilize the skills and knowledge gained in order to produce an independent and substantial project that successfully meets the given requirements.

Graduate Attribute	**Evident in Course Outcomes**
Critical and creative thinker	CLO03, CLO05, CLO08
Literate and effective communicator	CLO04, CLO07, CLO09
Entrepreneurial	CLO06
Global in outlook and engaged in communities	CLO04, CLO10
Socially, ethically and environmentally aware	CLO01, CLO02, CLO03, CLO10

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

All students will take the core modules which are designed to give a comprehensive introduction to this specialist field.

Optional modules are divided into two themes: Cyber Security theme and Digital Forensics theme.

The Cyber Security theme optional modules are:

- Cyber Security Applications
- Cyber Security Threats and Countermeasures

The Digital Forensics theme optional modules are:

- Digital Forensics Applications
- Digital Forensics and Incident Response

In order to gain the NCSC certificate the optional modules cannot be mixed and students must take optional modules from one theme only.

In addition, all students will complete a project module MSc Cyber Security and Forensics. In order to be awarded a Master's in Cyber Security and Forensics, a student must pass modules worth at least 180 credits and attempt modules worth no more than 240 credits.

Students choices of optional modules are subject to approval by the course leader.

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
7CSEF004W	Information Security Governance and Compliance	Core	1	20	10
7CSEF006W	Principles of Cyber Security	Core	1	20	10
7CSEF007W	Principles of Digital Forensics	Core	1	20	10
7CSEF001W	Cyber Security and Forensics Project	Core	2	60	30
7CSEF005W	Network Security Management	Core	2	20	10
7BUIS022W	Cyber Security Applications	Option	2	20	10
7CSEF002W	Cyber Security Threats and Countermeasures	Option	2	20	10
7CSEF008W	Digital Forensics and Incident Response	Option	2	20	10
7CSEF009W	Digital Forensics Applications	Option	2	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

This master's degree has been accredited by BCS, The Chartered Institute for IT for the purposes of partially meeting the further learning academic requirement for registration as a Chartered IT Professional. The accreditation is a mark of assurance that the course meets the standards set by BCS and it entitles you to professional membership of BCS, which is an important part of the criteria for achieving Chartered IT Professional (CITP) status through the Institute.

This master's degree has also been accredited by BCS, The Chartered Institute for IT on behalf of the Engineering Council for the purposes of partially meeting the academic requirement for registration as a Chartered Engineer. The accreditation is a mark of assurance that the course meets the standards set by the Engineering Council in the UK Standard for Professional Engineering Competence (UK-SPEC).

An accredited degree will provide you with some or all of the underpinning knowledge, understanding and skills for eventual registration as an Incorporated (IEng) or Chartered Engineer (CEng).

Some employers recruit preferentially from accredited degrees, and an accredited degree is likely to be recognised by other countries that are signatories to international accords. More information on BCS and membership paths can be found at www.bcs.org

This programme is also fully certified by the National Cyber Security Centre (NCSC), which is a sign of national excellence. Students will receive a certificate upon graduation. The NCSC is part of the UK Government's national communications intelligence agency GCHQ.

Course management

The management structure supporting the course is as follows:

- Course leader: responsible for the running and overall management of the course and development of the curriculum.
- Module Leader: responsible for overall management of the module, coordinating the module team and for the delivery, resourcing and smooth running of the module.
- Course Team: comprises the Course Leader and all the members of staff who teach on the course.
- Personal Tutor: responsible for providing academic and personal support for a student throughout their studies.
- Head of School of Computer Science and Engineering, holds academic responsibility for the course, and for the other courses within the School within the College of Design, Creative and Digital Industries.
- Head of the College of Design, Creative and Digital Industries, holds overall responsibility for the course and for other courses run by the College.

Academic regulations

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

Course specific regulations apply to some courses.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities and additional support available. You will be provided with a Course Handbook, which provides detailed information about the course. Each course has a course leader or equivalent. All students enrolled on a full-time course and part-time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University utilises a Virtual Learning Environment called Blackboard, where students access their course materials and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard

The Academic Learning Development Centre supports students in developing the skills required for higher education. In addition to online resources in Blackboard, students can also attend Study Skills workshops and schedule one-to-one appointments. Further information on the Academic Learning Development Centre can be found at westminster.ac.uk/academic-learning-development.

Learning support includes our libraries, each of which holds a collection of resources related to the subjects taught at that site. Students can search the entire library collection online through the Library Search service to find and reserve printed

books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services.

Support Services

The University of Westminster's Student and Academic Services department provides a range of advice and guidance. Further information on the advice available to students can be found at https://www.westminster.ac.uk/student-advice

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at https://www.westminster.ac.uk/students-union

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

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from the University, academic(s) from another university, a representative from industry and a Student Advisor.

The course is also monitored annually by the College to ensure it is running effectively and that any issues that might affect the student experience have been appropriately addressed. Staff will consider evidence from various sources, including student surveys, student progression and achievement, and reports from external examiners, to evaluate the effectiveness of the course and make necessary changes.

Periodic reviews are also conducted to ensure that the curriculum remains up-to-date and that the skills acquired on the course continue to be relevant to employers. Representative students meet with a panel to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess the course's performance.

How do we act on student feedback?

Student feedback is important to the University, and student views are taken seriously. Student feedback is collected in various ways.

- Through student engagement activities at the course and module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.
- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.;
- All students are invited to complete a questionnaire for each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be improved.
- Final-year undergraduate students will be asked to complete the National Student Survey, which helps inform the national university league tables. Postgraduate students will be asked to complete the Postgraduate Taught Survey (PTES).

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student may reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students.

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