

PROGRAMME SPECIFICATION

Course record information

Name and level of final award:	BSc Honours The <i>BSc (Hons) Multimedia Computing</i> is a <i>B.Sc. Honours</i> degree that is Bologna FQ-EHEA first cycle degree or diploma compatible.
Name and level of intermediate awards:	BSc in Multimedia Computing Diploma in Higher Education (Dip HE) in Multimedia Computing Certificate in Higher Education (Cert. HE) in Multimedia Computing
Awarding body/institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	Central London (Cavendish)
Language of delivery and assessment:	English
Course/programme leader:	Dr Daphne Economou
Course URL:	http://www.westminster.ac.uk/courses/subjects/multimedia-and-games-computing/undergraduate-courses/full-time/u09fummc-bsc-honours-multimedia-computing
Mode and length of study:	3 years full-time or 4 years full-time sandwich
University of Westminster course code:	W50
JACS code:	G450
UCAS code:	GP43
QAA subject benchmarking group:	Computing
Professional body accreditation:	British Computer Society (BCS)
Date of course review:	November 2013
Date of programme specification:	November 2013

Admissions requirements

Level 4 entry: 240 UCAS points (A2 - CCC)

Aims of the course

Multimedia Computing or Interactive Media is a specialised topic of Computer Science that refers to computer-based systems, products and services which respond to the user's actions by presenting rich content such as text, graphics, animation and video. Multimedia is a multidisciplinary sector which incorporates **computer systems and technologies, content** and **users**. The last decade brought massive changes to the multimedia sector. Firstly, the Web, mobile and ubiquitous computing and Interactive TV provide nowadays the prime technological infrastructure for distributing and broadcasting multimedia content. Secondly, products such as highly interactively web sites, mobile applications and games being accessible across platforms and devices. Thus, the multimedia industry requires practitioners with a combination of specialised skills like understanding of user interface (UI) and user experience (UX) principles and also being equipped with good technical competences for developing and controlling responsive interfaces that adopt to multiple platforms and devices. To address the current requirements of the multimedia sector the *BSc (Hons) Multimedia Computing* programme covers all aspects of the interactive product development process, from conceptualisation and design, to implementation. The programme allows the understanding of principles that contribute to effective UX design, content management and optimisation to be meritoriously incorporated in interactive products and focuses primarily on the technical aspects of interactive product development. The course offers two main directions of specialisation: (a) web design and development; and (b) mobile application design and development (else known as development for the big and small web).

Upon completion of the course students are expected to gain a role as a front-end developer in the multimedia industry. However, since the multimedia sector relies on the work of interdisciplinary groups a range of design, production and management modules is involved in the course structure and after few years of work experience the students are expected to be able to progress to digital project management posts. The course gives the room for creativity and originality, it puts strong emphasis on employability and it equips the students with all the knowledge, the professional skills and the inspiration which is required to work on innovative ideas that can be developed in commercial products and start-ups. As an interdisciplinary course that combines programming and design, it offers career opportunities in small start-ups, as well as major computing firms. The industry needs are at the heart of this course. There are a number of talks from key industry organisations, as well as visits to computer shows and fairs and the students are strongly encouraged and supported to find internships and industrial placements.

The degree aims to provide students with:

- a solid knowledge and understanding of the fundamental principles and technologies which underpin the discipline of computing with emphasis on the technical skills that are required in interactive product design and development;
- the understanding of principles that contribute to effective design of UX;
- the skills of planning and directing content management and optimisation to be effectively incorporated in Multimedia products;
- a sound knowledge of software engineering principles across the whole Multimedia product development lifecycle;
- knowledge and practical use of industry tools and techniques to develop Multimedia products;
- knowledge and skills to a range of real life scenarios to resolve business and technical problems and to encourage a disciplined and professional attitude towards the development of Multimedia products;

- a motivating and inclusive environment where they have the opportunity to develop intellectually, socially, as well as independent and self-critical problem solvers;
- skills that will allow their further education at an advanced level, either in formal postgraduate study or as continued professional development.

Employment and further study opportunities

The Course has been designed to enable graduates to possess the practical skills and knowledge to develop a range of technical careers within the multimedia industry. Job titles include:

- **Developer** (widely known as **web and mobile developer** or **front end developer**), using authoring tools, mark-up languages and scripting languages to create the IMPs. Developers are usually involved in the creation of web pages using HTML and CSS; or they may develop animated content or interfaces in authoring applications.. The Developer may be responsible for preparing and optimising assets, and will usually work closely with the design team. On web projects, developers are also responsible, usually alongside with the Web Editor or a Search Engine Optimisation (SEO) Specialist, for ensuring the site is search-engine optimised.
- **Programmer**, who is responsible for developing software applications or the functionality of interactive products. In the case of web-based products, this will usually mean program code and databases that run on the web server, although Programmers may also create applets that run in the user's web browser.
- **SEO Specialist**, who is responsible for analysing a web site's business objectives, content, code and intended audiences in order to devise strategies for obtaining prominent listings in the results pages of search engines. A SEO specialist should also be aware of the way social media can support SEO and promote the online presence and business goals of a brand. Part of the job is also to monitor the progress and constantly evaluate the effectiveness of the SEO strategy using processes such as web analytics.
- **Web Analytics Specialist**, who is responsible for tracking, collecting, analysing, interpreting and reporting web data, to understand users' actions and behaviours. The web analytics process should lead to actionable conclusions about optimising the code, content and design of a brand's website and improving the performance of its marketing campaigns.
- **Information Architect**, who analyses the product's intended purpose, objectives, audiences and content in order to devise an appropriate solution - this will typically include content organisation, specifying navigation and functionality and designing the layout of UI. The Information Architect is often closely involved in prototyping and usability testing.
- **Digital Producer**, whose role is to make the first contact with the client to identify the product's intended purpose, objectives and audience and establish the product's requirements. The Digital Producer then develops conceptual ideas to determine broadly what the product will be. To reach the role of producer requires usually few years of experience in the multimedia sector.
- **Usability and UX Specialists** that conduct research to assess the effectiveness of the product's UI.
- **Production Assistants** are responsible for preparing and optimising graphics and other assets for use in the product. They may undertake some design themselves, usually working under creative direction from the Designer.
- **Digital Project Managers** lead the creative concept and technical development of interactive products. They develop innovative concepts and online marketing strategies

and coordinate the internal design, development and production efforts to help businesses achieve their digital marketing and consumer outreach goals.

Students with creative abilities will be able to find employment as **Designers**, who are responsible for producing the visuals of UI. The course covers UX principles, but does not focus on assets creation. Students will be provided with real world scenarios/briefs and content that they will have to organise and optimise, in order to design and develop appropriate interactive products understanding all the stages of the multimedia development cycle. The students will be supported to gradually build their portfolio which is necessary to secure employment in the multimedia sector.

Multimedia Computing is a very profitable sector and today's organisations need graduates with both good Honours degrees and skills relevant to the workplace, i.e. 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 industry trends and employers' requirements which will inform the education delivered to students.

Learning outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning. These threshold statements of achievement are linked to the knowledge, understanding and skills that a student will have gained on successfully completing a course.

Knowledge and Understanding (Level 4)

The first year provides an underpinning of the subject area. Students are introduced to computer programming concepts and languages that are used to create interactive products, basic maths that are required to understand programming algorithms and concepts, basic UI/UX principles and the process of interactive product design.

By the end of level 4 students should be able to:

- K1. confidently plan, design and implement algorithms using fundamental procedural programming constructs;
- K2. design and represent the flow of simple computer programmes in a standard design language;
- K3. describe and use the basic concept of classes and objects in computer programs;
- K4. apply appropriate mathematical techniques as used in computer science and are required for programming;
- K5. create and manipulate simple databases; describe the structure of a computing system, the design of its basic components and explain the interactions of hardware and software components;
- K6. manipulate data and data representation through logical and numerical techniques;
- K7. describe the file architecture and organization of a web site;

- K8. create and format a web site with basic interactive elements using a mark-up language;
- K9. describe the main ethical, social, legal and professional issues in Multimedia and the Web;
- K10. recognize the issues related to the design and organisation of a multimedia project and an interactive web site;
- K11. describe the fundamentals of UX principles and apply analytical, creative and generative skills to the design of an interface meeting defined requirements for a user and context of use;
- K12. communicate design concepts using wireframes, story boards, diagrams and maps;
- K13. analyse interactive product information to identify the required assets and plan and direct asset creation respectively;
- K14. select appropriate formats for a variety of digital media with respect to their planned usage, respecting storage and manipulation limitations;
- K15. create interactive multimedia elements and animation using authoring tools;
- K16. amend and optimise multimedia content using appropriate software tools;
- K17. create a multimedia portfolio of an interactive web site that adheres with web design principles;
- K18. implement and test software solutions using a software development environments.

Specific skills (Level 4)

By the end of level 4 students should be able to:

- S1. use formal technique to communicate design solutions;
- S2. implement and test software solutions using a software development environment;
- S3. create and format a web site with basic interactive elements using a mark-up language;
- S4. create interactive and animated content;
- S5. Use appropriate software to optimise multimedia content.

Key Transferable skills (Level 4)

By the end of level 4 students should be able to:

- T1. take responsibility for individual study with appropriate guidance;
- T2. evaluate and reflect on their own learning and personal planning processes, with guidance;
- T3. work effectively as part of a team, with guidance;
- T4. carry out a literature research on a given topic, with guidance, using a range of resources;
- T5. demonstrate the origins of their ideas by referencing sources used in their work;
- T6. prepare and present the findings from literature and personal tutorial activities in an appropriate academic form of communication;
- T7. express themselves in writing for different professional and academic audiences;
- T8. prepare their CV and portfolio for potential employers.

Learning outcomes for Level 5

The second year introduces Multimedia specific modules, which allow a degree of specialisation in design and development from traditional web sites to mobile applications. These modules are able to build onto the fundamental conceptual knowledge attained in level 4 to apply it to field specific subjects.

Knowledge and Understanding (Level 5)

By the end of level 5 students should be able to:

- K19. demonstrate competency in object oriented programming;
- K20. employ a standard design language for the design, representation and formal specification of software;
- K21. apply the principles of algorithm and data structure design in the implementation of algorithms;
- K22. employ knowledge of software engineering principles to successfully plan and execute a software project;
- K23. apply software lifecycle models and software projects methodology;
- K24. discuss ethical, social, legal and professional issues in software engineering and interactive media;
- K25. identify the main roles and responsibilities of a professional software engineer;
- K26. apply appropriate Human-Computer methods to respect user needs in the design and evaluation of interactive products;
- K27. use appropriate mark-up languages and style-sheets as well as a variety of media and tools to create responsive, accessible interfaces and advanced interactive elements;
- K28. use authoring tools, CMS and web frameworks to create interactive content and successfully incorporate it in interactive web sites.

Specific Skills (Level 5)

By the end of level 5 students will be able to:

- S6. proficiently use standard mark-up languages, frameworks, authoring tools and programming to create highly interactive and responsive web sites that adhere to HCI principles;
- S7. define and implement a range of typical linear and non-linear advanced data in a variety of programming languages;
- S8. manage a dedicated role within a software project team.

Key Transferable skills (Level 5)

By the end of level 5 students should be able to:

- T9. interact effectively within a team or group, planning, collaborating and exchanging information and ideas;
- T10. carry out literature searches on a given subject to locate relevant academic books, electronic resources or journal articles, evaluating their relevance;
- T11. present ideas and arguments in a clear and structured manner in written or oral form with reference to sources;
- T12. work effectively as part of a team on a group development project.

Learning outcomes for Level 6

The third year of studies builds upon specific skills that have been attained in Level 5 to more advanced and professional level and exposes the students to specialised research topics of Multimedia design and development.

Knowledge and Understanding (Level 6)

By the end of level 6 students should be able to:

- K29. identify and use appropriate software engineering principles and research methods to successfully design and develop a software project;
- K30. apply requirements engineering techniques in the design of projects;
- K31. identify and appraise the main threats to computer systems security and integrity;
- K32. assess how software quality issues impact on software design;
- K33. carry out a piece of independent research and produce a report on it;
- K34. plan the work-flow, structure and co-ordination involved in the production of complex interactive products;
- K35. demonstrate competence in the complete design process of mobile interfaces, from concept creation to product implementation and testing;
- K36. design and implement a range of appropriate experimental procedures for a multimedia application;
- K37. employ concepts at the frontier of industrial practice and emerging standards.

Specific Skills (Level 6)

By the end of level 6 students should be able to:

- S9. elicit and document the requirements for a medium interactive product;
- S10. choose and justify an appropriate software lifecycle model for interactive product development;
- S11. design and implement interactive product, to meet a designated set of requirements using appropriate languages and tools and software methodology;
- S12. critically review and evaluate the theory and products available with respect to their chosen topic for the major project;
- S13. evaluate a range of commercial computing software and hardware applications and identify implications with their use;
- S14. appraise advanced software quality methods and their impact on interactive product design;
- S15. perform rigorous analysis and reasoning about simple specifications and design a well structured medium sized specification.

Key Transferable skills (Level 6)

By the end of level 6 students should be able to:

- T13. autonomously manage a project with respect to time and task management;
- T14. make decisions independently with respect to the needs and limitations of a task or project;
- T15. produce coherent reports showing evidence of critical thinking;

- T16. plan and manage a major project, including costing, time-management and task allocation;
- T17. work professionally in a group in a variety of situations and on a range of tasks and deal independently with a range of situations within group work.

Learning, teaching and assessment methods

The delivery of modules within the BSc (Honours) Multimedia Computing Degree is through lectures, tutorials, seminars, workshops and case studies and it has two points of focus, vocational skills and academic knowledge. It is important that students are able to develop vocational skills which are both subject specific and more generic and transferable to enable graduates to confidently enter the workplace. This skill development however needs to be built upon an academic framework of concept, theory and technique, providing for a more in-depth and rounded educational experience. This will provide more opportunities for career progression and choices as well as support for continuous personal development.

Learning

Students exercise their critical evaluation and reflection skills in tutorials, which promote the review of taught material and the analysis of new material such as journals, articles and technology white papers.

Level 4

Core knowledge and understanding are promoted via lectures, student centred tutorials, and group work. Assessment method: In-class tests, normally consisting of multiple choice and short answer questions; coursework; group presentations; year-long group project; exams.

Specific skills are promoted via demonstrations and tutorial activities in the labs, and guided independent study (GIS). Assessment method: In-class tests, normally consisting of multiple choice and short answer questions; coursework; year-long group project; exams.

Key skills are promoted via student centred activities in tutorials; these include group discussions, group work, construction of a portfolio, writing reflective statements.

Level 5

Core knowledge and understanding are promoted via lectures, student centred tutorials, group work, seminars, invited talks. Assessment method: Coursework, consisting of problem based exercises, essays, literature reviews; group presentations; year-long group project; exams. In some modules the seminars provide the forum for discussions, debate and conceptualisation. This is particularly true of modules focused on areas such as interactive product design and development and professional practice.

Specific skills are promoted via tutorial activities in the labs. Assessment method: coursework consisting of problem based exercises, programming activities and problems; independent research for reports and essays; exams and guided independent study (GIS).

Key skills are promoted via student centred activities in tutorials; these include group discussions, group work. Coursework assignments provide a vehicle for students to practice writing academically, including essay and report writing, as well as group work and group presentations, both orally and in writing. Evaluation of the literature and existing work is fostered through seminar discussions and as part of the assessments. Assessment method: group presentation, written coursework (essay, report) and exams.

Level 6

Core knowledge and understanding are promoted via lectures, student centred tutorials, group work. Assessment method: major final year project, coursework; group presentations; year-long group project; exams.

Specific skills are promoted via tutorial activities in the labs, problem based scenarios, guided independent study (GIS). Assessment method: major final year project, coursework; group presentations; group project; exams.

Key skills are promoted via student centred activities in tutorials; these include group discussions, group work. Coursework assignments provide a vehicle for students to practice writing academically, including essay and report writing, as well as group work and group presentations, both orally and in writing. Critical evaluation of the literature and existing work is fostered through seminar discussions and as part of the assessments. All key skills converge in the major final year project where they are supported by the student's supervisor. Assessment method: group presentation, written coursework (essay, report, literature search), exams, major final year project. Teaching informed and enriched by research.

Lectures are used to set the context of material and to impart fundamental knowledge. Practical skills are primarily developed through task and problem-oriented activities in laboratories. Most programming and development modules will be entirely lab based giving the students maximum opportunity to develop practical skills and hands-on experience.

The course team is made up of research active academics and industry practitioners from a range of multimedia industry, mobile application development, computer science, and UX factors backgrounds. As such, the curriculum has been designed such that up-to-date research and real-life demos are presented to the students as a means of demonstrating the course content and its strong bond with the industry's requirements and staff's research.

The BSc Multimedia Computing team is research active. Their research outcome has been presented at international conferences and it has been published in well recognised international conference proceedings and journals. The BSc Multimedia Computing team members have successfully applied and gained research funding between 2009 and 2012 and have been considered for submission in the REF 2014 exercise. The professional activities of several staff enrich the learning environment on the course. Specifically, amongst the academic staff of the BSc Multimedia Computing there are members of the jQuery Mobile Framework team; freelancers in large organisations like BBC and Adobe, but also of smaller companies like: Inition Ltd a pioneering in creative 3D technology company; Enteraction Ltd a world leading B2B provider of social gaming; 2Simple Software Ltd is a company that provides high quality software for young children and others. The course team believes this has a direct and positive input on the teaching and will continue to expand our research profile. The professional links of the BSc Multimedia Computing team supports students' internships and placements.

Assessment

A variety of assessment methods are adopted based around traditional academic techniques such as practical and essay-based coursework and exams. Assessment shall include opportunity for self-reflection and contain an element of performance monitoring to ensure student's perform to their abilities and will make full use of the University virtual learning environment.

Course structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Undergraduate students study 120 credits per year.

Credit Level 4					
Module code	Module title	Status	UK credit	ECTS	Course Learning Outcomes
ECSC410	Software Development Principles I	Core	30	15	K1,K2,
ECSC405	Software Development Principles II	Core	15	7.5	K1,K3,
ECSC411	Information Systems	Core	15	7.5	K5,
ECSC408	Mathematics for Computing	Core	15	7.5	K4, K6
ECSC407	Web Technology	Core	15	7.5	K7, K8,
ECWM401	User Experience Design	Core	15	7.5	K9, K10, K11, K12, K13, K14, K17
ECWM402	Interactive Product Development	Core	15	7.5	K15, K16, K17, K18, K19
Award of Certificate of Higher Education available in Multimedia Computing.					
Credit Level 5					
Module code	Module title	Status	UK credit	ECTS	Course Learning Outcomes
ECSC501	Object-Oriented Programming I	Core	15	7.5	K19,K21
ECSC503	Software Development Group Project	Core	30	15	K19,K20,K22,K23,K26
ECWM507	Advanced Client-side Web Development	Core	15	7.5	K28
ECWM505	Advanced Interactive Product Development	Core	15	7.5	K26, K27
ECSC505	Professional Practice	Core	15	7.5	K24, K25
<i>Two from:</i>					
ECWM506	Mobile Computing Principles	Option	15	7.5	
ECSC504	Algorithms and Complexity	Option	15	7.5	
ECWM512	Web Server-side Programming	Option	15	7.5	
ECSC502	Object-Oriented Programming II	Option	15	7.5	
ECWM511	Mobile Application Development	Option	15	7.5	
ECWM501	3D Modelling & Animation	Option	15	7.5	
Award of Diploma of Higher Education available in Multimedia Computing.					
Credit Level 6					
Module code	Module title	Status	UK credit	ECTS	Course Learning Outcomes
ECWM697	Multimedia Project	Core	45	22.5	K29,K30,K32,K33, K37
ECSE609	Security and Forensics	Core	15	7.5	K31
ECWM603	Mobile User Experience	Core	15	7.5	K34,K35,K36
<i>Three from:</i>					
ECWM604	Advanced Web Technology	Option	15	7.5	
ECWM606	Web Analytics and Marketing	Option	15	7.5	
ECWM618	Web Intelligence	Option	15	7.5	
ECWM601	Native Programming	Option	15	7.5	
ECSE615	Computer Systems Administration	Option	15	7.5	
ECWM605	Advanced Animation Techniques	Option	15	7.5	
Award of BSc available in Multimedia Computing.					
Award of BSc Honours available in Multimedia Computing.					

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

Academic regulations

The BSc Honours BSc Multimedia Computing and its intermediate awards operate in accordance with the University's Academic Regulations and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland published by the Quality Assurance Agency for Higher Education (QAA) in 2008.

All students should make sure that they access a copy of the current edition of the general University handbook called Essential Westminster, which is available at westminster.ac.uk/essential-westminster. The following regulations should be read in conjunction with the *Modular Framework for Undergraduate Courses* and relevant sections of the current *Handbook of Academic Regulations*, which is available at westminster.ac.uk/academic-regulations.

Award

To qualify for the award of (BSc Multimedia Computing), a student must have:

- obtained at least 360 credits including:
 - passed 75 credits at credit Level 4 or higher and achieved at least a condoned credit in each of the remaining modules worth 45 credits at Level 4; and
 - passed a minimum of 120 Credits at credit Level 5 or higher; and
 - passed a minimum of 120 credits at credit Level 6 or higher.
- attempted modules with a maximum value of 330 credits at credit Levels 5 and 6; and
- satisfied the requirements contained within any course specific regulations for the relevant course scheme:

Course Specific Regulation

In addition to the standard University progression regulations, in order to progress from level 4 to level 5 a student must pass ECSC410 Software Development Principles.

The class of the Honours degree awarded is decided by two criteria, the average of the best 105 credits passed at credit Level 6 being in the range of the class to be awarded, and the average of the next best 105 credits passed at credit Levels 5 and 6 provided the next best 105 credits passed are no more than one classification below this.

Support for students

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

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at their School. 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. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught at their School. Students can also securely connect their own laptops and mobile devices to the University wireless network.

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

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

Reference points for the course

Internally

- University Quality Assurance Handbook and Modular Frameworks;
- Staff research and development;
- University Teaching and Learning policy statements;
- Industry advisory panel.

Externally

- QAA Computing Benchmark Statement;
- Member of British Computer Society;

Quality management and enhancement

Course management

The BSc (Honours) Multimedia computing is under the Department of Computer Science and Software Engineering (CSSE) and the management structure supporting the course is as follows:

- **Course Leader Dr. Daphne Economou**, is responsible for day to day running and overall management of the course and development of the curriculum;
- **Head of Department Dr. Alexandra Psarrou**, holds academic responsibility for the course and other courses within the Department;
- **Professor Jane Lewis, Dean of Faculty**, holds overall responsibility for the course, and for the other courses run by the School.

Course approval, monitoring and review

The course was initially approved by a University Validation Panel in 2009 and reviewed in 2013. The panel included internal peers from the University and external subject specialists from academia and industry to ensure the comparability of the course to those offered in other universities and the relevance to employers. Periodic course review helps to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers.

The course is monitored each year by the School to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from each Course Committee, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. The Annual Monitoring Sub-Committee considers the School action plans resulting from this process and the outcomes

are reported to the Academic Council, which has overall responsibility for the maintenance of quality and standards in the University.

Student involvement in Quality Assurance and Enhancement

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways. The most formal mechanism for feedback on the course is the Course Committee. Student representatives will be elected to sit on the Committee to represent the views of their peer group in various discussions. The University and the Students' Union work together to provide a full induction to the role of the Course Committee.

All students are invited to complete a Module Feedback Questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced. The University also has an annual Student Experience Survey which elicits feedback from students about their course and University experience.

Students meet with review panels when the periodic review of the course is conducted to provide oral feedback on their experience on the course. Student feedback from course committees is part of the Schools' quality assurance evidence base.

For more information about this course:

BSc (Honours) Multimedia Computing:

<http://www.westminster.ac.uk/courses/subjects/multimedia-and-games-computing/undergraduate-courses/full-time/u09fummc-bsc-honours-multimedia-computing>

For further information and advice contact:

Course Enquiries Team on +44 (0)20 7915 5511 or course-enquiries@westminster.ac.uk

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Please note: This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Course Handbook provided to students and Module Handbooks, which provide more detailed information on the specific learning outcomes, content, teaching, learning and assessment methods for each module.

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