

Course record information

Name and level of final award	<ul style="list-style-type: none"> • Bachelor of Arts with Honours - Photography • Bachelor of Arts with Honours - Photography with International Experience • Bachelor of Arts with Honours - Photography with Professional Experience <p>The award is Bologna FQ-EHEA first cycle degree or diploma compatible</p>
Name and level of intermediate awards	<ul style="list-style-type: none"> • Bachelor of Arts (BA) - Photography • Diploma of Higher Education (Dip HE) - Photography • Certificate of Higher Education (CertHE) - Photography
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Harrow
Language of delivery and assessment	English
QAA subject benchmarking group(s)	Subject Benchmark Statement for Art and Design 2020
Professional statutory or regulatory body	
Westminster course title, mode of attendance and standard length	<ul style="list-style-type: none"> • Photography, Full-time, September start - 3 years standard length with an optional year abroad or placement • Photography, Part-time day, September start - 6 years standard length with an optional year abroad or placement
Valid for cohorts	From 2026/7

Admissions requirements

There are standard minimum entry requirements for all undergraduate courses. Students are advised to check the standard requirements for the most up-to-date information. 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/study/undergraduate/how-to-apply>

Recognition of Prior Learning

Applicants with prior certificated or experiential learning at the same level of the qualification for which they wish to apply are advised to visit the following page for further information:

<https://www.westminster.ac.uk/current-students/guides-and-policies/student-matters/recognition-of-prior-learning>

Aims of the programme

The BA Photography course aims to develop technically proficient and critically aware photographers who can produce, interpret, and communicate photographic work across analogue, digital, and emerging platforms. It equips students with adaptable technical and creative skills, enabling them to respond confidently to the demands of a rapidly evolving technological, professional, and cultural landscape. The course also fosters inclusive, ethical, and sustainable photographic practices, supporting students in making informed decisions in environmental, social, and global contexts. Through research, experimentation, and reflective practice across diverse media and methodologies, it supports the development of each student's distinctive voice and visual literacy. The course prepares students for continued professional development, enterprise, and lifelong learning through collaborative, real-world learning and engagement with diverse industry and cultural contexts.

The course builds upon the success and legacy of photography as a discipline at the University of Westminster, whilst implementing an updated and innovative curriculum, which explores and productively engages with emerging digital technologies and commercial practices, equipping our students with the confidence, flexibility, and skills to develop careers within the expanded cultural industries landscape.

The course allows students to focus their studies on a range of potential career paths. Alongside the development of critical theoretical knowledge and understanding, both historical and contemporary, students gain expertise and experience of professional working practices and have a choice of option modules in different specialisms (for example: Photobook Publishing, Videography, Emerging Technologies (such as 3D imaging, CGI and Extended Reality)). These allow them to expand their skills and develop their practice in innovative and experimental directions, whilst gaining a breadth of expertise that will support them to develop successful portfolio or freelance careers across a broad range of creative areas.

Core to the course is the focus on students developing a strong individual creative voice and vision, underpinned by contextual understanding and professional level photographic skills. The modules are designed to help students as they progress through the course, from initial briefs in the first year to develop their skills and initiate creative ideas, through to the culmination of the course when they work on a self-initiated and self-directed final project and professional portfolio.

Employability opportunities are integrated within the curriculum, including a core Work-Based Learning module and an optional work placement year between years 2 and 3, which provide students with opportunities to engage with professional industries. Working alongside the Careers and Employability services, we aim to build a growing network of key industry connections to help students gain professional experience whilst completing their undergraduate studies.

The Professional Futures module in the final year runs alongside the major project and provides students with the opportunity to develop career-focused skills and directly connect with industry, helping them launch into it upon graduation.

The course allows students to explore learning before focusing on a career. Bringing together both the academic subject and discipline skills, it has a strong basis in both technical and critical competence. This ranges from historical debates to using the latest technology. It adopts a holistic approach to the discipline while retaining a commitment to teaching traditional photographic skills.

Taught by experts, students will become confident and skilled in the discipline. They will develop the professional skills to become critical and informed graduates who are able to adopt a collaborative approach in various creative industries.

This course is ideal for students interested in the relations between images and society, who want to develop a career in the arts, advertising, fashion, media, and tech industries. It would suit students who want to develop critical and individual practice and are interested in engaging critically with both the medium and the subject.

The course aims to produce capable, skilled graduates who possess a strong sense of independence and critical thinking, enabling them to challenge conventional norms in photography. These graduates will also possess a deep understanding of the dynamic and innovative creative industries, as well as being socially engaged, self-assured, and highly motivated professionals who are well-prepared to make a positive impact on the world.

Equality, Diversity and Inclusion

We are proud to teach such a diverse range of students on the Photography course at Westminster. Students are at the core of everything we do, and we encourage everyone to draw on their own experience when approaching creative work, centring their practice at the heart of their and our communities.

Community and collaboration

We are actively working to decolonise our curriculum and to include diverse voices, perspectives, and histories in course materials and curricula. We listen to our students and support them in all aspects of the programme to develop their own creative practice and shape their individual journey through the course. Students come to Westminster from many different backgrounds, and this rich cultural heritage creates an exciting atmosphere of mutual support, where students learn about other communities and find the space to explore their own. The course design ensures that students can take

charge of their projects, based on their own knowledge and cultural interests. Students have the opportunity to collaborate with peers and participate in community-oriented spaces, as we seek to expand education beyond the classroom and to contribute to society in meaningful ways.

Inclusion and equality

Our commitment to inclusivity drives us to address inequality wherever we find it. We welcome applications from students of all backgrounds and needs. We provide a safe and inclusive environment for all, so that everyone feels valued and contributes to our program. Throughout the program, we embed diversity and inclusion in all that we do. This goes right from students' first day on the course to well beyond graduation, as the course is designed to enhance career options for everyone.

Career enhancement opportunities for all

We provide career-enhancement opportunities that allow our community of students to flourish well beyond graduation, whether in the art world, the photographic creative industries, digital and virtual environments, or commercial settings. Our course provides students with opportunities to gain practical experience through regular contact with industry professionals, including work placements, guest talks by industry experts, participation in mentorship programs, and field trips to photography-related spaces. These experiences help students become familiar with industry practices, build a sense of agency and confidence, and enhance their employability prospects. This can be particularly beneficial for students who may not have access to wider networks.

Course Statement around the use of and engagement with Artificial Intelligence within the curriculum and Teaching, Learning and Assessment Processes

The BA Photography course enthusiastically embraces an ethically responsible approach to generative AI technologies. Since its invention, the photographic medium has been under constant technological development. From Nineteenth-century daguerreotypes to film photography and digital imaging, photography professionals have rapidly adapted to the frequent innovations in their field, actively embracing the experimental use of new technologies at critical points in photography's history. As members of the Photography Department at the University of Westminster, we are aware of the multiple creative opportunities brought by generative AI, as well as the ethical and legal challenges posed by the use of this technology.

We aim to offer students a contextual understanding of the functioning mechanisms of generative AI systems, from the building of datasets and the classification of their contents to the development of generative systems and the final creation of AI products through prompt writing and/or primary visual and audio-visual sources. We understand that only once our students are aware of the different steps involved in the creation process of generative-AI content, the multiple actors that intervene in its production and the digital labour needed to run this technology, will they be ready to make a responsible use of generative-AI tools from an informed, critical perspective. In addition, we encourage the incorporation of these new technologies into other forms of photographic practice, fostering creativity, flexibility and a broad range of skills and experience to maximise employment opportunities or further study.

Students are introduced to the creative possibilities of generative AI technologies early in the course, with opportunities to explore how these tools can support image development, concept generation and post-production workflows. As they progress, students may encounter AI-enabled processes embedded within contemporary editing software and digital fashion communication tools, allowing them to experiment with emerging techniques in a supported and critically informed way. At Level 6, students who wish to do so can incorporate generative AI methods into their independent research or final major project.

Regarding our students' contextual and theoretical learning, they are invited to explore generative AI systems and their ability to offer responses to a range of questions. Our aim, however, is to ensure students understand the potential inconsistencies and inaccuracies that may arise from these generative processes and the importance of verifying generated information through alternative, reliable sources.

Employment and further study opportunities

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

- Critical and creative thinkers
- Literate and effective communicator
- Entrepreneurial
- Global in outlook and engaged in communities
- Social, ethically and environmentally aware

University of Westminster courses capitalise on the benefits that London as a global city and as a major creative, intellectual and technology hub has to offer for the learning environment and experience of our students.

The University of Westminster is committed to cultivating highly employable graduates, by ensuring that career development skills are integrated into our academic programs. In the competitive field of photography, a good degree alone is not sufficient to meet the demands of the professional workplace. Hence, we aim to equip our students with the necessary skills and knowledge to excel in the creative industries, fostering highly motivated and proficient graduates with a deep understanding of their field. Our graduates are encouraged to think innovatively, engage with their community, and possess unwavering confidence in their creative vision.

The course develops a wide range of employability skills, through embedded authentic assessments alongside specific work-based learning activities. Authentic assessments require students to use the same competencies, or combinations of knowledge, skills, and attitudes that they need to apply in professional life in their chosen career context.

Through industry relationships within both the photography and creative sectors, and connections with organisations such as the Association of Photographers, our proximity to the creative industries within London, and many alumni, we have a rich network of industry contacts to engage with the course. This takes the form of guest speakers, professional portfolio reviews, live briefs and competitions, involvement in WeNetwork and the Westminster Photography Forum, mentorship, industry panels and placements and internships. The course has been developed with the input from a broad range of industry voices to equip our students with the skills, expertise, and networks to succeed in their future careers. We also benefit from the range of disciplines across the school and campus, which means there are ample opportunities for students to collaborate both within the curriculum and in extracurricular projects.

Work-based and Placement Learning

In the second year, all students undertake a core 20-credit Work-based and Placement Learning module, in which they can take a work placement outside the university, or engage in other relevant work-based activities, to develop an understanding of the industries that they want to progress into. Emphasis is placed on the development of their professional profile and networks, and they are supported in framing their skills within a professional context, which helps them to understand how they need to develop further.

Optional Year Out - Professional or International Experience

Some students may choose to take an optional year-long paid internship or placement or to Study Abroad between years 2 and 3. They may find these placements themselves, or through opportunities offered on our Engage platform, and are supported throughout the process by our employability and work placement teams. The placement may be for the entire year (usually expected to be a minimum of eight months). Students who complete an optional internship / placement year will receive the award of BA (Hons) Photography *with Professional Experience* on successful completion of the course.

Or, Students may choose an optional year of Study Abroad for the award of BA (Hons) Photography *with International Experience* on successful completion of the course.

Alongside the placement, they are supported by a member of academic staff, and they take (pass/fail) modules to provide them with additional credits, but, these are not taught and are specifically designed to help them record and reflect on their learning during the process. Students return the following year to take the final year modules.

Final Year Study

In the final year of the degree, students are encouraged to take the Professional Futures 20-credit option module. This module equips students with the necessary skills to prepare for their future careers after graduation. Students are required to create a professional photographic portfolio or a suitable alternative that adheres to industry standards to support their career development.

Graduates from the BA Photography are equipped to play a vital role in the various photographic industries, having developed practical, conceptual and theoretical skills to become independent thinkers, adaptable and flexible in their skills and with a sound understanding of the photographic industry, its conventions, histories and future opportunities.

Photography graduates have secured attractive positions in the photographic, commercial and creative sectors as museum and gallery curators, magazine editors, photographic agents, designers, historians, post-production specialists, set photographers, researchers, teachers and writers as well as photographers and photographic artists. Our graduates have pursued further studies at Masters's level, either on a full-time or part-time basis in institutions across the entire globe.

We also consider values of equality, diversity, and inclusion, to be fundamental to education and professional life and we prioritise sustainable practices in all our endeavours. These core principles underpin our teaching of professional skills, as we believe our students must comprehend these essential issues within the framework of their practice. Ultimately, we aim to educate our students to be independent critical thinkers, who are well-prepared to engage with their professional

careers responsibly and ethically.

What will you be expected to achieve?

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)
- Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)
- Cognitive Skills, are learning outcomes that help build a conceptual understanding that is necessary to devise and sustain arguments, and/or to solve problems and comment on research.

Level 4 course learning outcomes: upon completion of Level 4 you will be able to:

- 4.1 Identify and differentiate a range of written and visual sources relevant to historical and contemporary photographic practices. (KU)
- 4.2 Demonstrate a developing understanding of photographic practices including lighting, camera control, workflows and relevant expanded technologies in location and studio environments. (KU)
- 4.3 Apply practical photographic skills to control image composition and aesthetics, to support the visual communication of ideas. (KU)
- 4.4 Propose, create and present photographic work that demonstrates the capacity to select, process and present images in an appropriate format . (PPP)
- 4.5 Deploy a range of communication methods to articulate ideas based on independent research and to critically reflect upon practical outcomes. (PPP)
- 4.6 Negotiate collaborative working practices with other students, and critically evaluate their own performance and that of their peers. (KTS)
- 4.7 Demonstrate the ability to work independently to direct own project workflow to a given brief. (KTS)
- 4.8 Apply a range of communication methods to explain and critique ideas to a range of audiences (written, visual and oral). (KTS)

Level 5 course learning outcomes: upon completion of Level 5 you will be able to:

- 5.1 Demonstrate understanding and application of advanced professional photographic skills and new and emerging technologies, as an expanded field of practice. (KU)
- 5.2 Demonstrate awareness of current and emerging professional working practices and opportunities in the creative and professional industries relevant to the discipline. (KU)
- 5.3 Differentiate and synthesise a range of contextual stimuli to critically articulate different photographic concepts and frameworks. (KU)
- 5.4 Develop a personally driven photographic sensibility that is critically informed and self-reflective. (PPP)
- 5.5 Evaluate and appraise a range of sources, including visual work of other artists and peers, in relation to historical and contemporary photographic culture and practices. (PPP)
- 5.6 Effectively communicate in written, oral or audio-visual modes, engaging with academic standards, professional protocols and a range of audiences. (KTS)
- 5.7 Demonstrate the ability to work collaboratively with a range of creative stakeholders, recognising professional practices for different contexts including interdisciplinary projects. (KTS)
- 5.8 Actively engage in professional work-based experience (eg placements, employability activities) in collaboration with University support services. (KTS)

Level 6 course learning outcomes: upon completion of Level 6 you will be able to:

- 6.1 Critically evaluate, synthesis and propose ways of using advanced knowledge of a broad and informed

historical/contextual, critical and theoretical framework relevant to the field of photography. (KU)

- 6.2 Use planning strategies, conceptual development methods and critical tools in diverse contexts, to produce work that is situated within and critically engages with contemporary practices within the discipline. (PPP)
- 6.3 Effectively communicate in written, oral and audio-visual modes, meeting academic standards and professional protocols, and involving a range of audiences. (KTS)
- 6.4 Critically situate practice within a defined field or context and related contemporary photographic practices. (KU)
- 6.5 Execute a personally driven professional-level project, to industry standards and within a given context, working collaboratively as appropriate. (PPP)
- 6.6 Identify and refine personal and professional practice and associated workflows within a self-defined creative sphere. (KTS)

How will you learn?

Learning methods

The course provides an **authentic, inclusive and progressive** learning environment, where students are constantly supported by their tutors and encouraged to think critically about their practice while questioning its position in the rapidly changing visual image industries.

Students spend significant time undertaking **independent study**, individually or in **collaborative project groups**. They are expected to make use of the extensive photography facilities, libraries and online resources to deepen their learning outside timetabled lessons.

As part of their professional development, this course **enables students to identify their best abilities and personal motivations**, in order to locate their potential and make informed career decisions post-graduation.

- The course **promotes risk-taking and experimentation** and invites students to own their own learning process by directing and designing a continuous learning path according to their personal goals and interests.
- **Reflective exercises** enable students to critically evaluate their own learning progress and completed projects. This might be articulated through journals, live presentations or in the form of a critical evaluation essay at the end of the module.

Neurodiversity and disability

Creative courses often attract a wide range of students and staff members, including those who are neurodiverse. Our course team is experienced in providing the necessary support to meet the unique needs of our students and we are committed to creating course materials and assessments that are accessible to all students, regardless of their learning style or ability. We work closely with the disability team to ensure that our course is structured in a way that is truly inclusive, with sessions and a range of resources that cater for a range of learning styles and needs, and we ensure that our assessments and teaching formats are adapted to fully accommodate our diverse student body. This includes, but is not limited to, ensuring students have access to a range of online and physical learning support resources both in advance of scheduled teaching sessions and afterwards.

Active learning strategies

We use active learning strategies that encourage students to participate in group work, discussions, and collaborative projects. We provide multiple modes of content delivery, including audio-visual and written materials, in both physical and online formats. We encourage student feedback throughout the course to ensure that their needs and concerns are being met. We also offer mentorship and support to students, particularly those from underrepresented groups, to help them succeed in their studies and future careers.

Teaching methods

Teaching in this course is mostly delivered in person during timetabled lessons, as well as through a number of extracurricular activities.

- **Lectures** are delivered to teach a broad range of photographic histories, contexts and contemporary photographic practices appropriate to each module.
- **Seminars** serve students to discuss their learning and contrast individual ideas as a group and in relation to a given topic.
- **Technical demonstrations and workshops** are run at our Harrow facilities and serve to teach a variety of photographic techniques and expanded practices.
- **Group and individual tutorials** are offered regularly to advise students on the progress of their practical and written projects, and their overall learning throughout the module.
- **Group work reviews** are designed for students to present their work in progress, with the aim of obtaining formative feedback from their tutors and peers.

Other teaching activities include professional and artist talks, interdisciplinary collaborative activities, gallery visits, field trips, work-based and placement learning activities, as well as career mentoring sessions.

Assessment methods

- **Formative and summative assessment** is undertaken in every module to evaluate the student's learning throughout the course. Formative assessment methods do not affect the final marks within modules, but provide students with ongoing feedback, to allow them to develop their work for the summative assessments. Module assignments are usually shorter and more directed earlier in the course, with students gaining greater independence in their projects, and producing larger bodies of work as they progress in their studies.
- **Practical projects** serve to assess the student's ability to produce a coherent body of photographic work that is critically informed and presented to a professional standard. Assessment on their projects also evaluates their technical competence and ability to communicate ideas in a visual form. When produced in groups, these projects also assess the students' ability to work collaboratively across a diverse group of creative team members.
- **Written reports, essays, reviews and visual essays** are used to assess the student's understanding of critical and historical photographic industry contexts, as appropriate to each module. These essays also serve to evaluate the student's ability to conduct independent research, articulate ideas, organise them logically, and communicate their arguments in a written and visual format.
- **Individual and group presentations** are used to assess the students' ability to present their practice and research in public. These can take form of work reviews, research talks or interactive sessions as appropriate.
- In their final year, students produce a **Final Major Project** (practice), which alongside a **Research Project** (theory and practice), serve to assess the overall learning achieved throughout the course.
- **Authentic assessment** may take the form of Annotated Bibliographies, Articles for different audiences, Blogs, Case studies, Designing learning materials, essays, essay plans, grant applications, media profiles, online discussion boards, oral presentations, portfolios, e-portfolios.

Technology and inclusion; assessment

We support and celebrate diversity as something that contributes to individual and collective creativity. We embrace change and technological developments in order to bring these to students from all backgrounds, promoting social mobility in the photographic industries. We are committed to removing any barriers that prevent students from succeeding. Our assessment methods – including portfolios, presentations, live briefs, group exhibitions, and publications – are designed to contribute to building equality for all. When possible, we include 'authentic' assessment methods that replicate real-world scenarios and tasks that students might encounter in their future careers or professional lives.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	4.1, 4.5, 4.6, 4.8, 5.3, 5.4, 5.5, 6.1, 6.2, 6.4, 6.6
Literate and effective communicator	4.3, 4.4, 4.5, 4.8, 5.1, 5.3, 5.4, 5.5, 5.6, 6.1, 6.3, 6.5, 6.6
Entrepreneurial	4.2, 4.4, 4.7, 5.1, 5.2, 5.7, 5.8, 6.2, 6.4, 6.5, 6.6
Global in outlook and engaged in communities	4.6, 4.8, 5.2, 5.5, 5.6, 5.7, 6.2, 6.3, 6.4, 6.5
Socially, ethically and environmentally aware	4.5, 5.6, 5.8, 6.1, 6.4, 6.5

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Undergraduate students study 120 credits per year. Course structures can be subject to change each academic year following feedback from a variety of sources.

Modules are described as:

- **Core** modules are compulsory and must be undertaken by all students on the course.
- **Option** modules give you a choice of modules and are normally related to your subject area.
- **Electives:** are modules from across the either the whole University or your College. Such modules allow you to broaden your academic experience. For example, where electives are indicated, you may choose to commence the study of a foreign language alongside your course modules (and take this through to the final year), thereby adding further value to your degree.
- Additional information may also be included above each level, for example, where you must choose one of two specific modules.

Modules

Level 4

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
4IMAG017W	Constructing Photographs	Core	1	40	20
4CTAD001W	Creativity and Collaboration	Core	1	20	10
4IMAG018W	Expanded and Immersive Photography	Core	2	20	10
4IMAG019W	Photography: Image and Idea	Core	2	20	10
4IMAG020W	Fashion Photography and the Street	Option	2	20	10
4IMAG021W	Photography in the Street: Documentary	Option	2	20	10
		Elective	2	20	10

Level 5

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
5IMAG018W	Developing a Photographic Voice	Core	3	40	20
5CTAD003W	The Self-Directed Brief	Core	4	20	10
5CTAD002W	Work Based and Placement Learning	Core	4	20	10
5CTAD004W	Collaborative Practices	Option	3	20	10
5IMAG022W	The Networked Photograph	Option	3	20	10
5IMAG020W	CGI and Photography	Option	4	20	10
5IMAG021W	Photobooks, Magazines and Zines	Option	4	20	10
5CTAD005W	Videography	Option	4	20	10
		Elective	Various	20	10

Additional Year

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
6CTAD002W	Industry Placement Semester 1	Option	Various	60	30
6CTAD003W	Industry Placement Year Semester 2	Option	Various	60	30
5CTAD006W	Study Abroad Semester 1	Option	Various	60	30
5CTAD007W	Study Abroad Semester 2	Option	Various	60	30

Level 6

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
6IMAG012W	Photography Major Project Research	Core	5	20	10
6IMAG013W	Photography Final Major Project	Core	Various	40	20
6CTAD001W	Research Project	Core	Various	40	20
6IMAG004W	Professional Futures	Option	Various	20	10
		Elective	Various	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

Course management

The BA (Hons) Photography course is managed by a single Course Leader or as a job share between two joint Course Leaders. The **Course Leader(s)** will work with the **Assistant Heads of School** (Fashion and Arts & Technologies) to ensure staffing levels are appropriately allocated, budgets are clearly identified and managed and student number planning is in place to ensure the viability of the course is maintained. The Course Leader(s) will identify appropriate student markets and actively recruit applicants, manage selection and devise offer holder engagement activities in liaison with relevant professional service teams, administrative teams and academic management teams. Course Leader(s) will work with University management and compliance teams, technical services and other teams to ensure the learning experience of the students is maintained and the quality and academic coherence is of a high quality. This includes undertaking regular reviews of the course and acting on student feedback provided through student forums and module review forms. Colleagues allocated to teaching on these courses will be directed by the Course Leader(s) and line managed by the relevant Assistant Head of School under the leadership and management of the **Head of School**.

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. 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©