

**PROGRAMME SPECIFICATION**

**Course record information**

Name and level of final award:	<b>MA Social Media, Culture and Society</b> The Social Media, Culture and Society is a Masters degree that is Bologna FQ-EHEA second cycle degree or diploma compatible.
Name and level of intermediate awards:	Postgraduate Diploma Social Media, Culture and Society Postgraduate Certificate Social Media, Culture and Society
Awarding body/institution:	University of Westminster
Teaching Institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	Westminster School of Media Arts and Design (Harrow)
Language of delivery and assessment:	English
Mode, length of study and normal starting month:	One year (full time). September start. Two years (part-time). September start.
<a href="#">QAA subject benchmarking group(s)</a> :	There are no subject benchmark statements for Masters's degree in Social Media. The course team have consulted the following Honours Degree Benchmark statements: Communication, Media, Film and Cultural Studies (2008) (QAA 251 06/08); and Securing and Maintaining Academic Standards Benchmarking M Level programmes (2006).
Professional statutory or regulatory body:	N/A
Date of course validation/review:	
Date of programme specification approval:	2016-17
Course Leader:	Professor Graham Meikle
Course URL:	<a href="http://westminster.ac.uk/courses/postgraduate">westminster.ac.uk/courses/postgraduate</a>
Westminster Course Code:	PMJMC04F (FT) PMJMC13P (PT)
JACS code:	P200 (Publicity Studies)
UKPASS code:	P051161 (FT, PT)

## Admissions requirements

There are standard minimum [entry requirements](#) for all postgraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here:

<https://www.westminster.ac.uk/courses/postgraduate/how-to-apply>.

## Aims of the course

The MA Social Media, Culture and Society provides students with the opportunity to focus at postgraduate level on:

- Studying the ways in which social media shape and are shaped by social, economic, political, technological and cultural factors, in order to equip students to become critical research-oriented social media experts.
- Developing reflective and critical insights into how social media are used in multiple contexts in society, and into which roles social media can play in various forms of organisations that are situated in these societal contexts. The aim is that students are equipped to become reflective and critical social media practitioners.
- Gaining in-depth knowledge and understanding of the major debates about the social and cultural roles of social media.
- Acquiring advanced knowledge and understanding of the key categories, theories, approaches and models of social media's roles in and impacts on society and human practices.
- Obtaining advanced insights into practical activity and practice-based work that relate to how social media work and which implications they have for social and cultural practices.

## Employment and Further Study Opportunities

The MA Social Media, Culture and Society offers a flexible interdisciplinary exploration of key contemporary developments in the networked digital media environment. It will benefit those seeking to develop their understanding of contemporary communication and its societal, political, regulatory, industrial and cultural contexts. This degree will be of particular interest to those who plan to work in the creative industries, as well as those already working in this field.

The MA Social Media, Culture and Society will also be of interest to students working in non-profit sectors, including NGOs and advocacy groups. The degree will benefit those seeking a competitive edge in a careers market that values high-level skills in communication, research and critical thinking. It will also provide an excellent preparation for those wishing to continue their studies to PhD level.

The MA Social Media, Culture and Society provides a solid foundation and preparation for doctoral research in the interdisciplinary field of social media/the Internet and society as well as advanced knowledge that prepares students for a career as digital/social media professionals. It teaches critical and creative thinking capacities that are needed for students in their future career and for becoming individuals who seek to actively contribute to shaping and creating a good society. Learning to understand and master digital and social media in

society in our MA programme gives students an excellent preparation for work as a digital media researcher in the growing and innovative field of digital media and society studies or as a digital media professional in research organizations, public administration, international organizations and civil society organizations, such as NGOs, and private companies.

Career opportunities include work that brings social media expertise to jobs such as:

- Internet researcher
- Digital media researcher
- Information society researcher
- Research Manager
- Research Administrator
- Digital media industry consultant or digital media expert in public service, government institutions, civil society organizations, NGOs or international development organisations.
- ICT consultant and policy expert
- Knowledge manager
- Information broker and knowledge work in the political sector
- Work in the new media industries/creative industries
- Online Journalist
- Online content creator
- Online Publishing
- Online Communications Manager
- Online Public Relations and
- Online Advertising

Today's organisations need graduates with both good 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 labour market trends and employers' requirements, which will inform the service delivered to students.

### **Course Learning Outcomes**

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

The skills and educational strategy for the MA Social Media, Culture and Society is designed to provide a broad range of skills and in-depth knowledge that equip students for becoming social media experts as professionals or researchers in a variety of media and communication fields.

**Course Knowledge and Understanding (CKU) learning outcomes** by the end of the MA in Social Media, Culture and Society course successful students will:

CKU1: Develop a systematic, advanced, critical and deep understanding of how social media shape and are shaped by society and its economic, political and cultural dimensions, and show critical awareness of current issues and research in the interdisciplinary fields of social media studies and Internet studies.

CKU2: Understand in a systematic, advanced, critical and deep fashion how social media are and can be practically used in societal contexts.

CKU3: Acquire in-depth knowledge and skills for critically understanding and applying the key theories, debates, categories, approaches, methods and models of social media's role in society and for cultural practices.

CKU4: Either: a) undertake independent research in the form of a dissertation that critically, systematically and theoretically develops an understanding and analysis of societal dimensions, factors, implications and impacts of social media; or b) create a social media project that is informed by and contextualised within relevant theoretical issues and debates and accompanied by a systematic theoretical reflection on this specific context of social media use and practice.

The core course specific modules address these course learning outcomes as follows:

- Critical Theory of Social Media and the Internet (CKU1, CKU2, CKU3)
- Social Media: Creativity, Sharing, Visibility (CKU1, CKU2, CKU3)
- Dissertation/Social Media Research Project (CKU1, CKU2, CKU3, CKU4)

## **Skills**

The Internet and social media such as blogs, social networking sites, microblogs, file sharing platforms and wikis have become important elements of everyday life, working life, politics, the economy and culture. The MA Social Media, Culture and Society provides the skills-set that is required for becoming an expert and critical social media professional or researcher. The field of social media is a highly future oriented and dynamic area, and because it is rapidly evolving, the course does not put too much emphasis on a closed set of skills, but rather enables students to become independent and critical social media researchers, and critical and reflective social media practitioners. The course emphasises both critical and theoretical thinking and reflective and critical practice.

Students complete two core modules, four optional modules and a 60-credit dissertation or independent project. Core modules on the MA Social Media, Culture and Society provide students with a set of core skills for the theoretical, critical and reflective understanding of social media. Optional modules give students the freedom to choose areas of additional specialisation, and the course leaders can advise on which modules best fit students' interests. Students have a free choice of four optional modules from three thematic groupings:

- (1) *Theory and Global Political Economy of Media and Communication;*
- (2) *Media Politics, Regulation and Activism;* and
- (3) *Media, Culture and Everyday Life.*

Students can combine modules from different thematic clusters or focus on a specific cluster that they are particularly interested in. Students develop both general and specific,

as well as theoretical and practical, skills, equipping them to become critical and reflective social media practitioners and researchers.

### **Course Specific skills**

On completion of the MA Social Media, Culture and Society course, successful students will have developed the following course-specific skills:

- CSS1: The ability to systematically and critically interpret and analyse the roles social media play in society.
- CSS2: The ability to systematically and critically interpret, understand and reflect on how social media are used in practice and the implications for users.
- CSS3: The ability to systematically and critically analyse key current issues and debates about social media by applying theories, categories, methods, approaches and models.
- CSS4: The ability to design and undertake a substantial independent piece of research or create a theoretically informed project that addresses significant areas and questions of how social media impact social and cultural practices and to systematically and critically evaluate and interpret these impacts.

The core modules address these course learning outcomes as follows:

- Critical Theory of Social Media and the Internet (CSS1, CSS2, CSS3)
- Social Media: Creativity, Sharing, Visibility (CSS1, CSS2, CSS3)
- Dissertation/Social Media Research Project (CSS1, CSS2, CSS3, CSS4)

### **Key Transferable Skills (KTS)**

Upon completion of the course successful students will have developed a number of general as well as discipline-specific skills which any practitioner must have if s/he is to be successful. These Key Transferable Skills developed and assessed at postgraduate level are:

KTS1 Group working: Students will be able to: (a) work effectively within a group both as group leaders and/or group members; (b) clarify tasks and make appropriate use of group members abilities; (c) negotiate and handle conflict with confidence and sensitivity; and (d) participate effectively in peer review processes;

KTS2 Accessing learning resources: Students will be able to locate and use a full range of learning resources to carry out literature reviews and engage in research activity;

KTS3 Self-evaluation: Students will be able to: (a) reflect on their own and others' performance; (b) participate effectively in peer review processes and analyse and identify ways to improve practice; (c) know how to advance their knowledge and understanding; and (d) know how to recognise their development needs and develop new skills to a high level;

KTS4 Management of information: Students will be able to: (a) competently undertake research tasks with minimum guidance; (b) analyse and filter information to identify relevance; and (c) organise and present information effectively using different media;

KTS5 Autonomy: Students will be independent and self-critical learners who can act autonomously in planning and implementing tasks, and who will be able to guide the learning of others;

KTS6 Communication: Students will engage confidently in academic and professional communication both orally and through a range of written and online media, reporting on action clearly, autonomously and competently;

KTS7 Problem solving: Students' abilities in independent learning and self-evaluation will equip them to regard problems as challenges and adopt the problem-solving approach required for professional life and continuing professional study, including making professional and ethical use of others where appropriate.

KTS8 Critical thinking: Students will demonstrate the ability to critically reflect on issues, problems and decisional alternatives, which will equip them for exercising initiative and personal responsibility. Associated skills include: complex and multidimensional reasoning; awareness of ethical and normative issues; and critical awareness of society's common values such as democracy and sustainability.

All optional modules contribute in some way to the acquisition of these transferable skills. The following shows how the above key transferable skills are mapped to the core course modules:

- Critical Theory of Social Media and the Internet (KTS1, KTS2, KTS3, KTS4, KTS5, KTS6, KTS7, KTS8)
- Social Media: Creativity, Sharing, Visibility (KTS1, KTS2, KTS3, KTS4, KTS5, KTS6, KTS7, KTS8)
- Dissertation/Social Media Research Project (KTS2, KTS3, KTS4, KTS5, KTS6, KTS7, KTS8)

### **Learning, teaching and assessment methods**

Teaching and learning on the course is defined to be appropriate to the needs of each module. The teaching and learning methods on the course include the following:

- **Lectures:** These are designed to give you a general overview of the topic. If you do not understand a point, or disagree with it, feel free to ask questions or argue your case.
- **Seminars:** These are designed to encourage students to discuss a topic, based on the lecture and their reading. Sometimes individual students will be asked to introduce a specific topic in a seminar.
- **Individual Reading:** A written list of recommended reading for each topic will be given out at the beginning of each module. This reading list represents a basis for exploration of the subject and students are expected to go beyond the reading list and seek out other material.
- **Internet Use:** Modules may require students to undertake web searches on particular topics. The intention is that they should gain expertise in the use of on-line data and the integration of this material into presentations and essays.
- **Presentations:** The intention of asking students to give individual presentations is to give them experience in presenting ideas and arguments concisely, to familiarise them with the preparation and use of visual aids, and to teach them how to interact

with an audience. In some modules individual presentations will be formally assessed for clarity of argument, evidence of reading and presentational style.

- Even where the individual presentation is not formally assessed, students will normally be given feedback on their performance. Group presentations are designed to give experience of working on a particular topic as a member of a team, so that students learn how to divide up topics, work to a schedule and co-ordinate presentation.
- Workshops and Classes: These are designed so that students work in a group in class on a particular topic. Led by specialist staff, they enable everyone in the group to work intensively, pool ideas and solve problems together.
- Independent Research: Student led project work involving interviews and other external contact and research activity, leading to the assessed dissertation.
- Social Media as Learning Tool: The Internet and social media are partly used as learning tools (e.g. online journal publishing, blogs, microblogs, social networks, user-generated videos), which requires students to make active use of these technologies in order to present and critically reflect on theoretical questions. Social media is used as a learning tool for learning and engaging with social media theory.

## Assessment

This course focuses on developing learners' knowledge and skills. The assessment strategy is designed to facilitate and test this process. The assessment criteria for oral presentations and written assignments are clearly set out in the course handbook.

Some Semester One modules require students to submit quite early on in the academic year a short diagnostic essay (20% weighting). This assignment enables the student and module leader to identify potential problems that can be addressed through Study Skills and as such students have a better understanding of what they need to do to improve. In addition, students have to submit a second substantial written assignment towards the end of the semester, and may be asked to complete other forms of coursework too. Throughout the whole programme, learners will encounter a variety of assessment techniques, which will include contributing to a range of social media platforms through blogging and uploading work to online video and online journal platforms. These online tools are used for the systematic reflection on and presentation of theoretical questions. The assessment of social media use does not predominantly focus on technical qualities, but primarily on the quality of the theoretical content. Depending on the combination of modules chosen by the individual student, assessment techniques are likely to include both individual and group assessed presentations, and writing reports and business proposals.

## 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.

The MA Social Media, Culture and Society is offered in both full-time and part-time modes.

For the award of MA, students complete two core modules, four optional modules and a 60-credit dissertation or independent project, for a total of 180 credits. Core modules on the MA Social Media, Culture and Society provide students with a set of key skills for the theoretical, critical and reflective understanding of social media. Optional modules give students the freedom to choose areas of additional specialisation, and the course leaders can advise on which modules best fit students' interests. Students have a free choice of four optional modules from three thematic groupings: (1) *Theory and Global Political Economy of Media*

and Communication; (2) *Media Politics, Regulation and Activism*; and (3) *Media, Culture and Everyday Life*. Students can combine modules from different thematic clusters or focus on a specific cluster that they are particularly interested in. The specialisation task takes place in the work that students conduct in these optional modules in the individual assignments. If an assignment task in an optional module is e.g. that students should apply basic categories of political economy to a self-chosen case, then it is expected that students in the MA Social Media, Culture and Society choose a social media example and write in the example assignment e.g. about the political economy of Facebook. If students are not sure which optional modules to choose or fit their interests best, they are advised to discuss this question individually with the course leaders.

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

<b>Credit Level 7</b>				
<b>Module code</b>	<b>Module title</b>	<b>Status</b>	<b>UK credit</b>	<b>ECTS</b>
7MEDS004W	Critical Theory of Social Media and the Internet	Core	20	10
7MEDS010W	Social Media: Creativity, Sharing, Visibility	Core	20	10
7MEDS009W	Social Media Research Project	Core	60	30
<b>Research Methods</b>				
7COMM002W	Approaches to Media & Communication Research	Option	20	10
<b>Optional Modules in Thematic Area 1: Theory and Global Political Economy of the Media and Communication</b>				
7MEDS005W	Political Economy of Communication	Option	20	10
7MEST002W	Global Media	Option	20	10
7COMM013W	Theories of Communication	Option	20	10
<b>Optional Modules in Thematic Area 2: Media Politics, Regulation and Activism</b>				
7MEDS015W	Media, Activism and Politics	Option	20	10
7COMM012W	Technology and Communications Policy	Option	20	10
TBC	Development and Communications Policy	Option	20	10
7COMM011W	Political Analysis of and Communications Policy	Option	20	10
<b>Optional Modules in Thematic Area 3: Media, Culture and Everyday Life</b>				
7COMM006W	Media Audiences	Option	20	10
TBC	Understanding and Managing Diversity in the Media	Option	20	10
7JRNL016W	Sociology of News	Option	20	10

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

Full-time students will complete the course in one year, part-time students in two years. For the award of MA, candidates will take the equivalent of six (20-credit) taught modules. In addition they will either:

- A. Complete a 60-credit dissertation module based on a taught component of 10 credits, and independent research leading to a dissertation (50 credits) which is submitted at the end of August of the first year (for full-time students) or at the end of August of the second year (for part-time students). The dissertation should involve primary research on a subject chosen by the student and which is relevant to the MA in Social Media, Culture and Society and is approved by the supervisor. The completed dissertation will be approximately 15,000 words.
- B. Complete a 60-credit independent project, in which social media are created, designed and applied to a specific context in a manner that is informed by theory. The candidate will create a social media artefact accompanied by a written report of approximately 7,000 words, in which the student critically reflects on their social media project, and grounds it in relevant theory. Examples of independent projects may include: a substantial blog; an integrated social media strategy or presence for an organisation such as a social movement, hobby group, NGO, international or global organisation, company, or other group; a new online journal or platform; or a short film that is distributed with the help of social media such as YouTube, Vimeo, Twitter, Facebook, and so on.

In both cases, candidates will enrol in the Social Media Research Project module in the autumn semester, which will help them to develop their project, and will work with an individual supervisor from the second semester. Part-time candidates will do this in their second year.

In semester one, full-time students take three taught modules of 20 credits each, including the compulsory module Social Media: Creativity, Sharing, Visibility, and also enrol in the Dissertation module. In semester two, full-time students take three taught modules of 20 credits each, including the compulsory module Critical Theory of Social Media and the Internet.

In semester one of their first year, part-time students take two taught modules of 20 credits each, including the compulsory module Social Media: Creativity, Sharing, and Visibility. In semester two of their first year, part-time students take two taught modules of 20 credits each, including the compulsory module Critical Theory of Social Media and the Internet. In their second year, part-time students take one optional module worth 20 credits in each semester, and enrol in the Social Media Research Project module throughout the year.

For the award of the PG Diploma (120 credits) students must complete the Critical Theory of Social Media and the Internet and Social Media: Creativity, Sharing, Visibility module.

For the award of the PG Certificate (60 credits) students must complete the Social Media: Creativity, Sharing, Visibility or Critical Theory of Social Media and the Internet module.

## Course diagrams

### MA Social Media, Culture and Society Full Time

Semester 1

Semester 2

Social Media: Creativity, Sharing, Visibility. Core. 20 credits.

Critical Theory of Social Media and the Internet. Core. 20 credits.

*Plus two 20-credit options from:*

*Plus two 20-credit options from:*

- Political Economy of Communication
- Theories of Communication
- Global Media
- Technology and Communications Policy
- Political Analysis of Communications Policy

- Approaches to Media and Communication Research

- Media Audiences
- Media, Activism and Politics
- Sociology of News
- Development and Communications Policy
- Understanding and Managing Diversity in the Media.

Study Skills  
(non-assessed module, highly recommended for non-native English speakers)

*Or another level 7 module for which the student meets the prerequisites and gains the approval of the course leader and the leader of the module in question. The selected module must fit with the student's timetable and the course goals.*

Social Media Research Project. Core. 60 credits

## MA Social Media, Culture and Society Part Time, Year 1

### Semester 1 (year 1)

Social Media: Creativity, Sharing, Visibility. Core. 20 credits.

*Plus one 20-credit options from:*

- Political Economy of Communication
- Theories of Communication
- Global Media
- Technology and Communications Policy
- Political Analysis of Communications Policy

Study Skills (non-assessed module)

### Semester 2 (year 1)

Critical Theory of Social Media and the Internet. Core. 20 credits.

*Plus one 20-credit option from:*

- Approaches to Media and Communication Research
- Media Audiences
- Media, Activism and Politics
- Sociology of News
- Development and Communications Policy
- Understanding and Managing Diversity in the Media

*Or another level 7 module for which the student meets the prerequisites and gains the approval of the course leader and the leader of the module in question. The selected module must fit with the student's timetable and the course goals.*

Social Media Research Project. Core. 60 credits

## MA Social Media, Culture and Society Part Time, Year 2

### Semester 1 (year 2)

One 20-credit option from:

- Political Economy of Communication
- Theories of Communication
  
- Global Media
- Technology and Communications Policy
- Political Analysis of Communications Policy

Study Skills (non-assessed module)

### Semester 2 (year 2)

One 20-credit option from:

- Approaches to Media and Communication Research
  
- Media Audiences
  
- Media, Activism and Politics
- Development and Communications Policy
- Understanding and Managing Diversity in the Media

Or another level 7 module for which the student meets the prerequisites and gains the approval of the course leader *and* the leader of the module in question. The selected module must fit with the student's timetable and the course goals.

Social Media Research Project. Core. 60 credits

### Academic Regulations

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

### How will you be supported in your studies?

#### Course Management

The MA Social Media, Culture and Society is taught within the University of Westminster's Communication and Media Research Institute and the Media & Society-Cluster. The management structure supporting the course is as follows:

Kerstin Mey, Dean of Faculty, holds overall responsibility for the teaching conducted at the Faculty of Media, Arts & Design.

Graham Meikle, the Course Leader, is responsible for day-to-day running and overall management of the course and development of the curriculum. Prof. Meikle can be contacted on extension (x68381) or by email: [g.meikle@westminster.ac.uk](mailto:g.meikle@westminster.ac.uk).

The Course Leader, Prof. Meikle, will be responsible for:

- Admissions
- Approving students' programme of study
- Organisation of tutorial and supervisory support and pastoral care
- Co-ordination of Dissertation supervision
- Co-ordination of marks for assessment boards
- General management of the course

The **Course Team** reviews and develops the course and sets the framework for the above procedures, in which all members of course team participate.

**Module leaders** oversee the delivery of all aspects of the module(s) they are responsible for. They consult students on matters relevant to their module.

### **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, additional support available and to your Faculty Registry Office. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. 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 uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students

#### Learning Support

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students<sup>1</sup> 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 Faculty. Students can also securely connect their own laptops and mobile devices to the University wireless network.

### **Support Services**

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

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<sup>1</sup> Students enrolled at Collaborative partners may have differing access due to licence agreements.

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

The course was initially approved by a University Validation Panel in 2013. The panel included internal peers from the University, academic(s) from another university and a representative from industry. This helps to ensure the comparability of the course to those offered in other universities and the relevance to employers.

The course is also monitored each year by the Faculty 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 Course Committees, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. Each Faculty puts in to place an action plan. This may for example include making changes on the way the module is taught, assessed or even how the course is structured in order to improve the course, in such cases an approval process is in place.

A Course review takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with review panels to provide feedback on their experiences. Student feedback from previous years e.g. from Course Committees is also part of the evidence used to assess how the course has been running.

## **How do we act on student feedback?**

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through Course Committees students have the opportunity to express their voice in the running of their course. Student representatives are elected to Committee to expressly represent the views of their peer. The University and the Students' Union work together to provide a full induction to the role of the student representatives.
- Each Faculty also has its own Faculty Student Forum with student representatives; this enables wider discussions across the Faculty. Student representatives are also represented on key Faculty and university committees.
- All students are invited to complete a 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 Postgraduate Taught Experience Survey or PTES which helps us compare how we are doing with other institutions, to make changes that will improve what we do in future and to keep doing the things that you value.

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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