Programme Specification

UNIVERSITY OF WESTMINSTER

Course record information

Name and level of final award	• Master of Science - MSc Software Engineering (Conversion) FT The award is Bologna FQ-EHEA second cycle degree or diploma compatible
Name and level of intermediate awards	• Postgraduate Diploma (Pg Dip) - Software Engineering (Conversion) • Postgraduate Certificate (Pg Cert) - Software Engineering (Conversion)
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Central London
Language of delivery and assessment	English
QAA subject benchmarking group(s)	QAA Subject Benchmark Statement - Computing March 2022
Professional statutory or regulatory body	Not applicable.
Westminster course title, mode of attendance and standard length	• MSc Software Engineering (Conversion) FT, Full-time, September start - 1 year standard length • MSc Software Engineering (Conversion) PT, Part-time day, September start - 2 years standard length • MSc Software Engineering (Conversion) FT, Full-time, January start - 1 year standard length • MSc Software Engineering (Conversion) PT, Part-time day, January start - 2 years standard length
Valid for cohorts	From 2024/5

Admissions requirements

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

Aims of the programme

The course is a generalist computing masters programme that has been specifically designed for **non-computing graduates** who:

- have some basic experience and interest in computing and wish to enter the IT industry, or
- who are already within the IT industry and aim to increase their technical skills and knowledge.

Consequently, the course is **not appropriate** for computing/software engineering graduates or graduates where the majority of their degree was computing/software engineering.

Software Engineering is the application of engineering style methods, practices and disciplines to the creation and maintenance of software applications and systems. Hence, a professional Software Engineer when carrying out their work uses these engineering approaches to develop software in a systematic, quantifiable, and disciplined way.

The main aim of the course is to provide non-computing graduates

- with the core leading edge practical knowledge and skills that a professional Software Engineer requires to be successful in today's IT industry;
- with the essential practical experience of programming and applying software engineering to a number of new and important areas of IT and computing. For example, technical skills such as programming, object oriented software development, practical experience of software development tools; soft skills such as analytical and critical thinking;
- with the appropriate knowledge underpinning these practical skills;
- with a practical understanding of professional codes of conduct and how these relate to ethical issues and broader considerations such as the environment, relevant law, and wider societal and commercial concerns in the real-world;
- with employability skills relevant to the IT industry which is achieved by embedding essential employability skills within the course such as project management, risk management, teamwork, leadership and written and oral communication.

Employment and further study opportunities

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.

The employability skills that have been embedded within the course fall into three main categories:

Technical skills*:* the main focus for each module is to provide core technical computing and software engineering skills in a specific area. For example, object-oriented programming, software design, software development within a particular environment, algorithm design and analysis, database systems design and use, mobile and web application development.

Generic skills: all modules develop self-direction, critical thinking, effective communication, effective software demonstration, and presentation skills. Modules using group assessments in addition provide students with team working and peer reviewing skills. The project module provides students with project management and research skills.

Career skills: core career management skills are embedded in the course, for example, CV writing, career planning, job searching, self-evaluation and interview practice. These skills are developed within a number of workshops run by the Careers and Employability Service (CES) during the course and are supported online using the University's Engage/Engage Plus career skills development tools.

The MSc Software Engineering (Conversion) aims to produce graduates who will typically be employed in core software engineering roles across a wide variety of software development environments. Typical job titles within this area include:

- **Software Engineer,** involved with the development of a software project dealing with clients and stakeholders. They normally define the requirements, the tools, frameworks, languages required.
- **Systems Administrator,** involved with managing, maintaining, and upgrading a computer system.
- **Software Developer/Programmer,** involved with the design and implementation of computer programs.
- **Software Tester,** involved with reviewing software requirements and designing and developing test cases, application of test cases, analysis of results and reporting to the software designers.
- **Mobile Application Programmer,** involved with the design and implementation of computer programs focusing in the development of mobile applications**.**
- **Software Designer,** involved with modelling and developing software application/system designs based on the program requirements, will liaise with the developers for the development of system.
- **Web Developer/application programmer,** involved with designing and building/coding websites, this will also involve multiple tiers, and integration**.**

Many of these jobs require a knowledge of computer systems ranging from general skills in designing and programming, to specialized mobile and/or web applications programming. Their common theme is that they require the ability to understand and competently apply the various techniques related to the stages of the "software life cycle" process.

In addition to these core software engineering roles, graduates would be able to find employment in a wider range of IT roles by combining their existing skills and experience with the new skills acquired on the course. For example, Business graduates would have the opportunity to join Technical Consulting, Sales Engineering, Technical Program Managers roles.

Graduates would also have a sound understanding and knowledge required to undertake a specialist masters degree in a software engineering area, or a research degree related to the object-oriented paradigm.

What will you be expected to achieve?

Course learning outcomes

Learning outcomes are statements on what successful students have achieved as the 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)

Level 7 course learning outcomes: upon completion of Level 7 you will be able to:

- CLO01 Apply and critically evaluate the object oriented techniques appropriate to develop and construct a software system by following the stages of the software life-cycle: requirements analysis, design, implementation, testing and maintenance (KU SS CS)
- CLO02 Critically evaluate and work within a range of typical software engineering environments by selecting and using the appropriate software development tools and techniques for ensuring software quality (KU SS)
- CLO03 Design & synthesise solutions using appropriate tools, data structures and frameworks. (KU SS CS)
- CLO04 Critically evaluate different data modelling approaches and techniques to design and construct fit for purpose data repositories for capturing, storing and processing data (KU KTS)
- CLO05 Recognize and assess risk pertaining to a given problem including those related to the environment, sustainability, society, health and safety and regulation and suggest ways to mitigate this risk. (PPP SS)
- CLO06 Analyse, interpret and explore technical and theoretical knowledge and practical experience at a specialist level, and to be able to formulate sound judgements in the absence of complete information within software engineering (KU)
- CLO07 Demonstrate an understanding of the professional, legal, ethical frameworks within the software engineering profession. (KU)
- CLO08 Work effectively within a team both as a leader and/or member, clarify tasks and guide the activities of others, make appropriate use of team members abilities and diversity, negotiate and handle conflict with confidence, and participate effectively in the peer review process to improve practice and outcomes (KTS)
- CLO09 Communicate confidently and effectively in academic and professional environments using written media, orally and software demonstrations (KTS)
- CLO10 Demonstrate an awareness of continuing professional development and the importance and benefits of supporting equality, diversity and inclusion. (PPP KTS)

How will you learn?

Learning methods

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

The specific teaching and learning strategies adopted on the course use a variety of inclusive learning, teaching and assessment methods to ensure that together they enable and empower you to fulfil your potential and achieve a successful outcome. The knowledge and skills required for the successful development of complex software systems means that a correspondingly wide range of strategies is adopted to facilitate your acquisition of a required knowledge and skills.

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

The course design ensures that you will have a learning experience that is flexible, respects diversity, encourages active participation and considers students varying needs, supporting the University of Westminster's Black Lives Matter Commitment Plan. The course has been developed using an inclusive approach where you will have a learning experience that respects diversity, encourages participation, reduces barriers to learning and considers the varying needs of students. Inclusivity has been addressed by welcoming any candidate with interest and basic experience in computing along with a good degree in any non- computing subject, for example, the arts, humanities, sciences, etc.

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

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

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

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

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

- Provision of a learning environment, both physical and digital, that is equitable, diverse and inclusive and which allows you to learn flexibly with materials that will be available to you in a number of learning context and at any time such as mobile and home environments;
- Provision of a supportive and safe learning environment, based on mutual trust and respect, where students are empowered to act as partners in their transformative learning experiences;
- Provision of a forward-looking course curriculum that is work-place relevant, current and authentic.

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

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

Learning Methods

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

- specialised software tools and packages, such as Software Development Environments and Computer Aided Software Engineering (CASE) tools, to build students hands-on skills and understanding of such tools.
- case studies, to improve your analytical and problem-solving skills; moreover, to integrate the knowledge gained in individual modules and demonstrate how the accumulated knowledge and understanding can be used, common case studies, where possible, are used across modules, with each module tackling different aspects of the same problem.
- presentations from outside speakers with industrial experience, where appropriate, to enable you to see how the

taught material is applied in industry; appreciate how industry uses the various technologies / tools / methods / techniques to produce solutions.

- team/group work, to enable you to develop further teamwork skills to work effectively in a professional environment.
- research methods involving the use of library and online sources to develop research and analysis skills.
- academic report writing as part of the assignments set, to develop further these important skills, including those related to formatting and proper use of referencing.
- presentation and seminar sessions during which you present work to your classmates and evaluate/assess each other's work.
- continuous encouragement to exploit networking opportunities and to participate and get involved in community organised events, as these enable you to identity areas for improvement while demonstrating you skills and knowledge on specific subjects / topics.
- assessment and feedback as an integral part of the learning process to enable you to (a) gauge your progress in relation to learning outcomes; (b) reflect on what you have learned; (c) identify areas in which you are strong and areas in which you need to improve you learning so that you develop the rights skills to achieve the required learning outcomes; and (d) help you make informed decisions on the pace and focus of you own independent learning;

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

Once module teaching begins you will be supported by lectures, workshops and practical tutorials. In addition, each module will provide the following online support: recording of lectures, access to teaching material in a range of formats, online reading lists and access to e-books, discussion boards, virtual study rooms for students to collaborate, individual and group online meetings. Individual support for each module will be available from the module's teaching staff. At key stages you will be guided and supported in decisions concerning your studies, e.g. choice of option modules and project topic. You will also be supported with any personal issues that arise during your studies by your personal tutor and senior tutor.

Teaching methods

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

The delivery of the course's taught modules involves using lectures, tutorials, workshops and seminars. The lectures are used to provide a firm grounding in the theory, methods and techniques relevant to the module's topic. Within lectures a range of approaches are adopted, such as, traditional lectures, and 'structured lectures', where lecturing is broken up by periods of student-led activity. Lectures are usually supplemented by instructor led sessions where a more experimental, investigative and problem-solving approach is adopted, than is feasible in a formal lecture, to solve theoretical and/or practical problems. During these sessions you will attend problem solving tutorials or workshops, where you work at your own pace, working alone or in small groups with a tutor guiding the work or on hand to help resolve problems. To integrate the knowledge gained in individual modules common case studies, where possible, are used across modules, with each module tackling different aspects of the same problem. Modules with a highly technical and practical content are typically delivered in the form of workshops. These take place in a computing lab and they combine material normally covered in a lecture with practical/hands-on exercises. In particular, the various concepts/constructs of the module's topics are introduced in short bursts and they are followed by a series of practical exercises that aim at enabling students to appreciate these and understand how they can be used. This approach encourages you to actively participate in the development of a solution by allowing you to (a) express your thoughts; and (b) receive individual individual feedback from peers and/or the tutor.

Assessment methods

Assessments and feedback are important and are designed to form part of the learning experience and they can have a variety of types and forms. For example, assessments may involve practical exercises ranging from short focused tasks that might be completed in a tutorial, to more complex tasks, such as the design and creation of an artifact, e.g. software, or the investigation/research on a topic/area. Some of the assessments are designed to be completed individually, whereas other assessments may require you to work as part of a team, emulating as close as possible the environment you will face in industry. Types of assessment used in the course include essays, technical / lab reports, practical

tests/exercises, quizzes, in-class or online tests, practical exercises, portfolios, demonstrations, oral presentations, vivas, project reports, time constraint examinations, etc.

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

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

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

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

Example of Summative assessments used in the course	
Practical Coursework / Practical based portfolio	You will be expected to complete lab tasks following lab guidelines and either answer specific questions about the labs (Coursework) or analyse your results based on a given scenario (Portfolio). This type of assessment is used to assess the technical skills you acquired during the term and your ability to apply your knowledge gained in the correct context following the correct procedures and standards.
Group Presentation **with/without Group Coursework**	You will be working in a group, typically of 3 to 4 members, investigating a specific problem, or research a specific topic. You will be expected to give a presentation to demonstrate your group work. This is usually followed by a brief discussion and questions and answers with your peers and instructor. Generally, you will need to discuss in detail what the group has achieved, and how, and also how the work and the team member responsibilities were distributed. This type of authentic assessment is used to assess your ability to work in teams in a context that closely matches typical teamwork activities found in industry. This demonstrate that you are able to be productive and complete your given tasks in a timely manner. This assessment generally has both a group and an individual mark component.

ICT (exam conditions)	You will be expected to sit an in-class test under timed conditions. Typically, these in-class tests can be a closed-book or open-book where you will have access to certain materials. This type of assessment is used to assess your understanding of the fundamentals, theory, and paradigms. Tests help ensure you can demonstrate that you have developed a deep understanding of the subject which enables you to cope with complex problems that require deep inside in order to provide secure and optimal solutions.
Exam	You will be expected to sit exams under timed conditions. Typically, these can be closed-book or open-book where you will have access to certain materials. This type of assessment is used to assess your understanding of the fundamentals, theory, and paradigms. Exams help ensure you can demonstrate that you have developed a deep understanding of the subject which enables you to cope with complex problems that require deep inside in order to provide secure and optimal solutions.
Lab-based Practical	You will be expected to complete a specific lab task in the lab. This will be in most cases a timed activity where you are given instructions and a set of tasks to complete. This type of assessment is used to assess and evaluate your technical skills in a timely manner.
Coursework Case study	You will be required to work on a scenario that illustrates a specific problem. You will have to study this problem and assess it and take decisions or make recommendations. This will require research and analysis and potentially implementation in order for you to produce an assessment and recommendation. This type of assessment is used to assess your understanding of topics related to your module and how you can apply your knowledge to a given scenario. This type of assessment usually requires you to evaluate your given solution or method and justify your answers.
Research essay	You will be expected to conduct in-depth research on a specific topic. This involves examining various resources, concepts and ideas about the topic you are researching. This type of assessment is used to assess your ability to critically evaluate research material and concisely summarize, formulating your own recommendations and suggestions depending on the context.
Oral Assessment and/or Individual Presentation	You will be expected to present in a form of either a presentation or discussion on a given topic. This could also be a part of your Project Report where you will be expected to sit a viva voce assessment to defend your work. This type of assessment is used to assess the authenticity of your work and give you an opportunity to explain the reasoning of the choices, methods and principles used in your work. This assesses a wide range of practical, analytical, and interpretative skills that demonstrate your understanding of the topic and your refection.
Artefact	You will be expected to produce a product such as code implementation or a document containing a set of recommendation and guidelines that demonstrate your ability to innovate to provide solutions to a given problem. This assessment is used to assess your ability to produce quality artefacts as this is an essential requirement in the workplace.

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

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

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year. Additional free text information on the choices may also be included, for example where students must choose one of two modules.. Course structures can be subject to change each academic year following feedback from a variety of sources.

Modules

Level 7

Students must choose two from the pool of four option modules.

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
7SENG003W	Advanced Software Design	Core	1	20	10
7SENG010W	Data Structures and Algorithms	Core	1	20	10
7SENG011W	Object Oriented Programming	Core	1	20	10
7SENG012W	Software Development Environments	Core	1	20	10
7BUIS030W	Data System Concepts and Fundamentals	Core	2	20	10
7SENG013W	Software Development Project	Core	2	40	20
7BDIN006W	Big Data Theory and Practice	Option	2	20	10
7CSEF002W	Cyber Security Threats and Countermeasures	Option	2	20	10
7SENG002W	Mobile Application Development	Option	2	20	10
7SENG014W	Web Application Development	Option	2	20	10

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

Professional body accreditation or other external references

Currently the MSc Software Engineering (Conversion) course does not have any Professional Body Accreditation.

Course management

The management structure supporting the course is as follows:

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

Academic regulations

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

Course specific regulations apply to some courses.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Campus Registry. 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. 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. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and 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 four libraries, each holding a collection of resources related to the subjects taught at that site. Students1 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 in their College. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services

The University of Westminster Student and Academic Services 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. 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 each year by the College 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 evidence of student surveys, student progression and achievement and reports from external examiners, in order to evaluate the effectiveness of the course and make changes where necessary.

A Course revalidation 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 revalidation panels to provide feedback on their experiences. Student feedback from previous years 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 student engagement activities at Course/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 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.
- Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

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 they take full advantage of the learning

opportunities that are provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students.