

## Course record information

<b>Name and level of final award</b>	<ul style="list-style-type: none"> <li>• Master of Arts - Translation and Interpreting</li> <li>• Master of Arts - Translation and Interpreting with Professional Experience</li> </ul> <p>The award is Bologna FQ-EHEA second cycle degree or diploma compatible</p>
<b>Name and level of intermediate awards</b>	<ul style="list-style-type: none"> <li>• Postgraduate Diploma (Pg Dip) - Translation and Interpreting</li> <li>• Postgraduate Certificate (Pg Cert) - Translation and Interpreting</li> <li>• Postgraduate Diploma (Pg Dip) - Translation and Interpreting with Professional Experience</li> <li>• Postgraduate Certificate (Pg Cert) - Translation and Interpreting with Professional Experience</li> </ul>
<b>Awarding body/institution</b>	University of Westminster
<b>Teaching institution</b>	University of Westminster
<b>Status of awarding body/institution</b>	Recognised Body
<b>Location of delivery</b>	Primary: Central London
<b>Language of delivery and assessment</b>	English
<b>QAA subject benchmarking group(s)</b>	<a href="#">Languages, Cultures and Societies</a>
<b>Professional statutory or regulatory body</b>	
<b>Westminster course title, mode of attendance and standard length</b>	<ul style="list-style-type: none"> <li>• MA Translation and Interpreting FT, Full-time, September start - 1 year standard length with an optional year placement</li> <li>• MA Translation and Interpreting PT, Part-time day, September start - 2 years standard length with an optional year placement</li> <li>• Translation and Interpreting with Professional Experience, Full-time, September start - 2 years standard length with an optional year placement</li> </ul>
<b>Valid for cohorts</b>	From 2026/7

## Additional Course Information

The MA Translation and Interpreting with Professional Experience has an approved course-specific regulation.

In order to progress to the second year of the course students must pass the Work Experience Preparation module, which has no referral, deferral, or re-take opportunity; an 'Allow Late' option is permitted in accordance with the academic regulations. This may have important implications on individual students for example visas and student funding. It is the student responsibility to seek, guidance as appropriate.

## 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 Translation and Interpreting** and the **MA Translation and Interpreting with Professional Experience** combine professional and applied language skills for the purpose of advanced communication skills training, with the added opportunity for students to pursue a complementary option module in an area they wish to explore in more depth. All modules provide a practical and theoretical foundation within a rigorous academic framework that builds on a graduate level of study to develop Masters level achievement and high-level foundation training to enable students to succeed as professional linguists and/or engage in further research, if they so wish.

Students registered on the **MA Translation and Interpreting with Professional Experience** have the opportunity to take an integrated *Extended Work Placement* module in addition to the taught components of the course. Students on this pathway will do a placement or internship of a minimum of 550 hours in a professional work environment as a sandwich element with assessments. Students will need to meet set academic standards to be admitted to the *Extended Work Placement* module, further details of which will be available in the Course Handbook on enrolment. In general terms, students are, in order to register for the *Extended Work Placement* module, required to have passed the *Work Experience Preparation* module, which has no referral, deferral or re-take opportunity.

Students on the MA Translation and Interpreting with Professional Experience will be solely responsible for securing their own work placement and, although they will be supported by the Module Leader and other members of staff, a placement cannot be guaranteed. The University has well-established relationships with a wide range of language service providers and organisations and institutions who are keen to offer placements. We will advertise these opportunities when they arise so that all students can apply. In some cases, students will have their own contacts with suitable host organisation and we will support students in initiating a relationship with a potential host. Students successfully completing the *Extended Work Placement* module will achieve an extra 60 credits and will be awarded the degree with the title MA Translation and Interpreting with Professional Experience.

Both the MA Translation and Interpreting and the MA Translation and Interpreting with Professional Experience aim to:

- train language specialists to a professional level in translation skills;
- train language specialists to a junior professional level in public service and conference interpreting;
- familiarise students with up-to-date information and terminology, in both their languages of study, in relation to the various specialised fields covered by the core and modules;
- give insights at a practical level into the various aspects of a professional translation and interpreting career, and at an academic level into the processes and principles of translation and interpreting.
- provide experience in the design, execution and presentation of a piece of original work (MA Translation Project, MA Interpreting Project, or MA Dissertation);
- instil knowledge of appropriate research methods and how to apply them.

In addition, the MA Translation and Interpreting with Professional Experience aims to enable students to:

- gain professional skills and knowledge through extended practical work in the translation, interpreting, or language services sector.
- learn about the needs and requirements of the professional workplace through integrated experience.

## Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. career/employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.

Graduates from the MA in Translation and Interpreting and the MA Translation and Interpreting with Professional Experience will be equipped to secure employment in a range of fields, from traditional translation and interpreting work in commercial and organisational settings to a variety of roles or freelance careers in interlingual and intercultural communication as well as in specialised fields such as international liaison and mediation, bilingual advocacy, project management, translation quality assurance, and transcreation. The course stresses professionalism, innovation and entrepreneurship.

The MA in Translation and Interpreting and the MA Translation and Interpreting with Professional Experience's focus on transferable skills is also a key part of preparing you for the world of work. By developing your skills in multilingual and intercultural communication, critical thinking, and self-management, you will be well placed to pursue a wide range of employment avenues or further study at doctoral level. In addition, the MA Translation and Interpreting with Professional Experience ensures that, through the *Extended Work Placement* module, students have the opportunity of integrated and extensive learning from the professional workplace.

The MA in Translation and Interpreting and the MA Translation and Interpreting with Professional Experience capitalise on the benefit of its international setting. You will be studying alongside students from around the world, and the course team routinely collaborates with industry professionals from a variety of international backgrounds, who directly contribute to teaching and learning on our modules.

## What will you be expected to achieve?

### Course learning outcomes

Learning outcomes are statements of what successful students have achieved as a result of learning.

These are threshold statements of achievement the learning outcomes broadly fall into four categories:

The overall knowledge and understanding you will gain from your course (KU)

Graduate attributes are characteristics that you will have developed during the duration of your course (GA)

Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)

Cognitive Skills, are learning outcomes that help build conceptual understanding that is necessary to devise and sustain arguments, and/or to solve problems and comment on research.

Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

Upon successful completion of the the programme, students will have acquired the requisite knowledge and understanding to:

- 001 Apply advanced translation skills and strategies proficiently in diverse specialised domains to produce accurate, nuanced, and culturally sensitive translations that meet established professional standards. ( KU PPP SS )
- 002 Apply advanced public service interpreting and conference interpreting skills in a range of specialised domains to deliver accurate, nuance, and culturally sensitive interpretations that meet established professional standards. ( KU PPP KTS SS CS )

- 003 Critically analyse and evaluate complex translation and interpreting challenges, rationalise the translation and interpreting processes, and justify translation and interpreting choices, demonstrating complex problem-solving skills in a range of relevant professional contexts. ( PPP KTS SS CS )
- 004 Employ industry-standard translation and interpreting tools and technologies adeptly, leveraging a systematic and critical understanding of digital communication across diverse global and cultural contexts, and apply basic computer-assisted translation (CAT) and terminology management tools, project management (PM) software, conference interpreting hardware and software, and remote interpreting platforms to optimise translation and interpreting with efficiency, precision, and a critical awareness of how digital technologies shape language practices in real-world multilingual communication. ( KU SS )
- 005 Engage in reflective practice at an advanced level, critically assessing their own work as well that the work of others, integrating feedback and self-assessment to continuously enhance and refine their professional competence. ( KU PPP KTS CS )
- 006 Strategically manage complex translation projects and conference interpreting assignments with a high level of professionalism, exhibiting planning, organisation, execution, and quality control skills while effectively adapting to dynamic client requirements and deadlines. ( KU PPP KTS SS CS )
- 007 Engage in synergistic collaborations and effectively communicate within diverse multidisciplinary and multicultural translation and interpreting environments, demonstrating high-level interpersonal and team-work skills in engaging with clients, colleagues, and stakeholders. ( PPP KTS )
- 008 Synthesise advanced theoretical frameworks from Translation and Interpreting Studies, Linguistics, and Cultural Studies and integrating theory and practice to perform a range of professional translation and interpreting tasks that reflect text, speech, and discourse-analytical skills as well as a comprehensive range of socio-cultural competencies. ( KU PPP KTS CS )
- 009 Conduct independent research into new specialised subject areas for the purpose of translation, interpreting, and/or scholarly enquiry. ( KU PPP KTS CS )
- 010 Effectively plan their future career trajectories, identify their Continuing Professional Development needs, and engage proactively with the relevant professional bodies based on their insights into current industry practices and trends, and their understanding of the evolving role of translation and interpreting in a range of industries. ( KU PPP KTS )

Additionally, the students of the MA Translation and Interpreting with Professional Experience pathway will be able to:

- 011 Give evidence of professional development through extended work experience ( PPP )

## How will you learn?

### Learning methods

Learning takes place in a variety of settings, including seminars, tutorials, student-led practical sessions, and tutor-led workshops. The focus is on situated learning through task-based and problem-solving exercises, peer-to-peer collaboration, both tutor- and student-led discussion. Contact time is designed to consolidate the acquisition of new concepts, skills, and information, foster analytic skills, and supervise learning activities as a springboard for your own academic and intellectual development. Independent study is a major element of learning across all modules and involves a range of tasks, such as engaging with pre-class content, review of class materials, regular homework tasks, independent group work, preparation for assessment, and extensive independent reading.

Each module has its own characteristic teaching and learning features that are appropriate to the particular subject matter (e.g. small group work, problem-based workshops, plenary discussions and debates, or structured role-plays). In most modules, you can expect exposure to professionally relevant simulations and real-world environments. Although some of the modules include formal talks (including from scholars, partners, and industry professionals), the emphasis throughout is on learning through interactive work and authentic seminars and workshops. All our learning activities aim to facilitate a high degree of student autonomy and promote the graduate qualities of communicative effectiveness, personal organisation, flexibility, analysis, team-work and originality.

Much of your learning takes place outside of scheduled classes, individually and in groups, in our dedicated computer and interpreting labs, our well-resourced library, at home, and via Blackboard, our Virtual Learning Environment provision. On many modules, you are required to work in groups with other students during classes and for further study and skills practice. This gives you the opportunity to learn from one another, helps you value the views of others, and develops your ability to give and receive constructive feedback, thus also equipping you with valuable transferable skills for your future professional roles. Materials for guided study are available on Blackboard, online, or in the library.

Supporting the University of Westminster's Black Lives Matter Commitment Plan as well as the wider Equality, Diversity

and Inclusivity agenda, the MA Translation and Interpreting and the MA Translation and Interpreting with Professional Experience employ an inclusive approach to learning that ensures you will have a learning experience that respects diversity, encourages active participation, considers students' varying needs, encourages and enables you to tailor your learning according to your career and individual aspirations, and equips you with the skills to work in a changing and diverse world. The course team is fully committed to equality, diversity and inclusivity in the curriculum, in teaching, learning and assessment practices, and in our learning spaces. We aim to eliminate all arbitrary barriers to your learning and to work with you to achieve that aim.

Our aims are underpinned by the principles of (1) the provision of an inclusive learning environment, both physical and digital; and (2) the diversification and inclusivity of the curriculum. Practically, you will see our commitment working in the following ways, for example:

Inclusive learning environment:

- accessible materials are provided across all modules;
- a range of assessment modes is employed, enabling you to develop and showcase a wide range of skills and personalise your learning journey. For example, on the Translation Skills Lab module, you have a choice of assessment topics and formats, as well as a choice of roles to assume in the Simulated Translation Bureau exercise, allowing you to tailor how you learn and are assessed to your needs and preferences.

Diversification of the curriculum:

- both the content of our modules and our teaching methods are chosen and designed to reflect the diverse communities and groups that translators and interpreters may work with and come from, and we actively promote linguistic diversity and a decolonising approach to language varieties;
- modules such as Translation as Cultural Practice deploy a range of case studies and scenarios from contexts across the Global North and South;
- reading lists have been constructed to ensure diversity and representativeness;
- the recruitment of professionals contributing your learning on the modules on this course prioritise issues of diversity and inclusion across the range of professions and industries relevant to the course.

## Teaching methods

Our teaching methods aim to enable students' active participation in their learning through knowledge and skills acquisition by means of critical discussion, engagement, self-study, and practical experience. The teaching strategies employed on the MA Translation and Interpreting and the MA Translation and Interpreting with Professional Experience are wide-ranging and vary across modules. Those selected for each individual module depend on what is most appropriate for the module's topic, learning outcomes, and assessment strategy. They may involve seminars, workshops, tutor-led and student-led lab practice, and, for the final Project or Dissertation, individual supervision sessions. All modules combine critical and conceptual debate with practice-focused discussion and activities. This approach encourages students to actively participate and get immediate individual feedback from peers and/or the tutor. Our teaching practice respects diversity of experience and opinion and provides a supportive space for learning.

Seminars are used to provide a firm grounding in the theory, methods, and techniques relevant to the module's topic. Seminars are made up of varying combinations of short, lecture style presentations from seminar leaders (including pre-recorded pre-class content where appropriate), student presentations and peer to peer feedback, plenary discussion, and work in small groups.

Practical workshops focus on the development of practical skills in translation and interpreting, as well as attendant skills sets. They take place in appropriate spaces and focus on practical problem-solving and training in relevant tools and methods.

Lectures are very occasionally used if this is appropriate to the material but generally, more active learning is encouraged. Where lectures take place, they include interactive and participatory work.

Individual Supervision is provided to students working on their final Project or Dissertation. The final Project or Dissertation modules are designed to unify and integrate skills and knowledge gained on the course as a whole and provide the opportunity to put into practice and extend what has been learnt in relation to specific, real-world contexts. To support you in successfully completing the Project or Dissertation, you will be allocated a supervisor who is a member of academic staff. The supervisor will, in most cases, have research interests and/or professional experience in the area of your chosen project area or research topic.

Each module will provide the following online support: access to teaching and pre-class materials in a range of formats, online reading lists and access to e-readings, discussion boards, virtual study rooms for students to collaborate, and

space for individual and group online meetings. Individual support for each module will be available from the module's teaching staff. Students will also be supported by the Course Team and helped with personal issues that arise during their studies by their Personal Tutor and, where appropriate, the School Senior Tutor.

## Assessment methods

On the MA Translation and Interpreting and the MA Translation and Interpreting with Professional Experience, you will encounter a range of formative and summative assessments which aim both to assess and to foster your intellectual, academic, and professional development. 'Formative' assessment helps you with your learning and prepares you for the 'summative' assessments that count towards your module mark. You may receive written or oral feedback for 'formative' assessment, as appropriate, from peers and lecturers. 'Summative' assessment will receive written or recorded oral feedback explaining the strengths of the work and offering clear advice on how you can improve your work in the future.

Each module has a progressive schedule of assessment and utilises a variety of different forms of assessment, each relevant to the material being studied and designed to gradually extend your skills and knowledge. They include oral presentations, submitted coursework in the form of translations, reports, and other task-based assignments, a series of in-class tests gauging the progressive development of your interpreting skills, and a time restricted open book translation exam. The range of assessment has been designed to support an inclusive curriculum by enabling you to experience different learning styles and new types of assignment in a supported way.

The guiding principles in designing a module's assessment and its associated feedback are Purpose, Progression and Personalisation.

Purpose:

- assessment is authentic, meaning that it provides the chance to apply knowledge, skills, and competencies to real-world scenarios, situations, and briefs;
- the assessment method(s) used are clearly relevant to the module's learning outcomes;
- consideration is given to the amount of effort and time required to complete the task(s) and to maintain a balanced assessment load.

Progression:

- the choice of assessment method(s) employed provides an opportunity for new learning and contributes to the overall learning process;
- assessment(s) are clearly related to the overall pattern of the course; they are developmental and not unnecessarily repetitive;
- less familiar types of assessments are prepared for through formative work or with smaller elements practised in various modules.

Personalisation:

- you are, where appropriate, able to make the assessment your own by choice of format or content;
- timely and forward-looking feedback is given for all assessments;
- guidance on how you can improve your performance in future is given, either individually or as part of a group.

All assessments that contribute to final grades will be assessed against clear assessment criteria stated in the module descriptors and, in more detail, on a module's Blackboard site. 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 is 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 seminars, workshops and tutorials, and in guidance given during the supervision of student Projects or Dissertations. Feedback will also come from peer-to-peer work with other students.

## 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.

# Translation and Interpreting

## Additional Year

Module Code	Module Title	Status	UK credit	ECTS
<i>no modules for this level</i>				

## Level 7

Students on the MA Translation and Interpreting will take the *Translation Skills Lab* and *Interpreting Skills Lab* modules (2 x 40 credits), as well as the *Professional Development* module (20 credits). In addition, they choose one Option module (1 x 20 credits), and one final 60-credit dissertation module out of the following three: *MA Dissertation* OR the *MA Translation Project* OR *MA Interpreting Project*.

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
7INTR036W	Interpreting Skills Lab	Core	Various	40	20
7TRSL078W	Professional Development	Core	Various	20	10
7TRSL084W	Translation Skills Lab	Core	Various	40	20
7HUMS001W	MA Dissertation	Pathway Core	2	60	30
7INTR012W	MA Interpreting Project	Pathway Core	2	60	30
7TRSL018W	MA Translation Project	Pathway Core	2	60	30
7ENGL011W	Digital Co-Laboratory	Option	Various	20	10
7LANS006W	International Liaison and Advocacy	Option	Various	20	10
7TRSL079W	Translation as Cultural Practice	Option	Various	20	10

## MA Translation and Interpreting with Professional Experience

### Additional Year

Module Code	Module Title	Status	UK credit	ECTS
<i>no modules for this level</i>				

### Level 7

Students on the MA Translation and Interpreting will take the *Translation Skills Lab* and *Interpreting Skills Lab* modules (2 x 40 credits), as well as the *Professional Development* module (20 credits). In addition, they choose one Option module (1 x 20 credits), and one final 60-credit dissertation module out of the following three: *MA Dissertation* OR the *MA Translation Project* OR *MA Interpreting Project*.

Students on the **2-Year Masters with Professional Experience** will, in addition, successfully complete the *Work Experience Preparation* and *Extended Work Placement* modules to fulfil the requirements for the award of the **MA Translation and Interpreting with Professional Experience**.

In order to progress to the second year of the **MA Translation and Interpreting with Professional Experience**, students must pass the *Work Experience Preparation* module. Open only to students on the MA Specialised Translation with Professional Experience pathway. The *Work Experience Preparation* module has no referral, deferral or re-take opportunity. An "Allow Late" option is permitted in accordance with the academic regulations.

Module Code	Module Title	Status	UK credit	ECTS
7HUMS003W	Extended Work Placement	Core	60	30
7INTR036W	Interpreting Skills Lab	Core	40	20
7TRSL078W	Professional Development	Core	20	10
7TRSL084W	Translation Skills Lab	Core	40	20
7HUMS002W	Work Experience Preparation	Core	0	0
7HUMS001W	MA Dissertation	Pathway Core	60	30
7INTR012W	MA Interpreting Project	Pathway Core	60	30
7TRSL018W	MA Translation Project	Pathway Core	60	30
7ENGL011W	Digital Co-Laboratory	Option	20	10
7LANS006W	International Liaison and Advocacy	Option	20	10
7TRSL079W	Translation as Cultural Practice	Option	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

N/A

## Course management

The management structure supporting the MA Translation and Interpreting and the MA Translation and Interpreting with Professional Experience is as follows:

- The Head of College holds overall responsibility for the course and for all other courses run by the College of Liberal Arts and Sciences.
- The Head of School holds overall responsibility for all courses offered in the School of Humanities.
- The Course Leader of the MA Translation and Interpreting is responsible for the day-to-day running and overall management of the course and development of the curriculum.
- Each module has a designated Module Leader, who is responsible for the overall management of their module, coordinating the module team, and for the delivery, resourcing, and smooth running of the module.
- The Course Team comprises the Course Leader and all the members of staff who teach on the course.
- The School Senior Tutor coordinates and oversees the School's Personal Tutoring team and has overall responsibility for the School's academic and personal support provided to students throughout their studies.

## Academic regulations

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

## **Additional Details**