Programme Specification

UNIVERSITY OF WESTMINSTER

Course record information

Name and level of final award	• Master of Arts - Art and Emerging Technologies The award is Bologna FQ-EHEA second cycle degree or diploma compatible
Name and level of intermediate awards	• Postgraduate Diploma (Pg Dip) - Art and Emerging Technologies • Postgraduate Certificate (Pg Cert) - Art and Emerging Technologies
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Harrow
Language of delivery and assessment	English
QAA subject benchmarking group(s)	Subject Benchmark Statement for Art and Design 2020
Professional statutory or regulatory body	
Westminster course title, mode of attendance and standard length	• Art and Emerging Technologies, Full-time, September start - 1 year standard length • Art and Emerging Technologies, Part-time day, September start - 2 years standard length
Valid for cohorts	From 2024/5

Additional Course Information

The *MA Art & Emerging Technologies (AET)* focuses on the ways in which creative technologies in art practice can be used in experimental, purpose-driven and challenge-led approaches, and their impact on society, culture, and the environment. The interrelationship of culture and technology lies at the centre of many contemporary global challenges. In all areas of the creative industries, speculative and transformative art and design practices, influenced by approaches and technologies emanating from gaming, computer science, imaging, film and architecture, are developing through digital platforms to envision and enable alternative futures. Students will consider ecologies of consumption, environment, context, technology, and sustainability, and the role of the artist as innovator, provocateur, and agent.

The course is part of a wider matrix of courses including the *MA Expanded Photography* and *MA Global Contemporary Arts*. The structure allows students to tailor their learning through a flexible set of open option modules shared across the courses that address contemporary challenges, advanced digital approaches, and specialised professional contexts, and facilitate collaborative opportunities and cross-disciplinary learning with students from the other courses. Our students also undertake the Professional Practice module and the Masters Project alongside students from the other MA art programs, thus benefiting from collaborative opportunities and cross-disciplinary learning.

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 MA Art and Emerging Technologies is aimed at students interested in the ways in which emerging technologies become a point of intersection with their art practice and prepare them to progress into a broad range of careers within the creative industries and beyond.

The course encourages students to consider technologies as an integral part of the creative process, whether as tools for project development, direct creation of artwork, or to provide novel approaches to reach and engage with diverse audiences. Through their practice, students will embark on a journey of exploration, seeking out innovative directions to expand and enrich their work. This might include collaborating with communities and technology, harnessing the potential of human-computer interactions, crafting narratives through transmedia techniques, fostering audience engagement and participatory cultures, creating interactive objects, and constructing and transforming physical and digital spaces.

We welcome students regardless of their technological background, as our curriculum is designed to support them to gain new skills and foster novel abilities and perspectives in utilising advanced digital production technologies within critical and creative contexts. In doing so, we aim to meet the demands of the creative industries by equipping artists with the essential digital skills and expertise working with emerging technologies, required for professional practices that bridge the realms of art, architecture, and design. Our emphasis lies in cultivating a profound understanding of the interconnections between technology, culture, and economic sustainability.

Informed by the research of the Centre for Research in Arts and Media (CREAM), as well as a deep engagement with technical processes, the course will emphasise real-world practical enquiry through a co-design methodology where students may work with partners from the creative/cultural industries alongside communities, on live briefs and shared outcomes. The course will foster students' interdisciplinary, critical and collaborative competencies, providing them with an entrepreneurial and agile approach that prepares them to engage with, influence and shape the arts and cultural landscapes, in a world where roles and boundaries between careers and sectors are increasingly fluid.

Students on this programme will:

- Engage critically with the artistic, political, societal and cultural implications of technology.
- Work with an international body of artists, researchers and students.
- Be engaged with key fields of arts practice rooted in technology, which may include expanded cinema and film, sound art and composition, interactive art, virtual and immersive systems.
- Have opportunities to engage with innovative coding, fabrication, and physical computing skills, and emerging approaches to, (for example) AI, 3D printing, sound design, software studies, simulation and interactivity.
- Gain a range of creative technological skills, and the opportunity to develop new approaches with their own practice.

Modules will support rigorous experimentation and 'creative play' as a means of communicating discovering and developing insights. The course is therefore structured to support students to develop flexible approaches to their own chosen area of specialism whilst developing personal digital skills, communication and narrative capabilities needed to evolve exciting and dynamic career opportunities.

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 MA Arts and Emerging Technologies (AET) has a strong emphasis on employability, underpinned by a philosophy of preparing practitioners for sustainable careers, who may become visionaries influencing their chosen discipline and society. The arts are being significantly impacted by technological innovation, which in turn is reshaping the role of designers in new approaches to the production and consumption of goods, as well as the relationship between architecture and built environments. Sustainability connects digital art to future challenges. Employers increasingly value graduates who understand the complex dynamics of these fields.

The program places a strong emphasis on developing students' professional skills. They actively create work for various audiences, platforms, and contexts, collaborate with communities and networks, and tackle real-world briefs and industry challenges. They have opportunities to participate in workshops focused on key aspects of contemporary art and the creative industries and including input from industry specialists, who may attend crit sessions, offer mentoring or placements, and help to advise students on their personal and professional development. This engagement with industry also supports the evolution of the curriculum to ensure ongoing relevance and employable graduates for future creative industries.

Through core modules, alongside experimenting with the potential of these advanced digital technologies and new approaches to creative practice, AET students cultivate contemporary cultural expertise to establish networks, seek funding, and effectively manage their growth in digital, creative, and management skills. These skills are valuable not only in the cultural sector but also in various other creative industries and disciplinary career paths. Moreover, students develop a critical understanding of the field or context in which they operate, with a specific emphasis on the emerging ethical and legal considerations associated with digital technologies and virtual environments. This understanding is crucial for the development of responsible and ethical practices. The course concludes with a significant self-directed Masters project which develops student independence, project management skills and development of their portfolio of work to showcase their practice for future employers.

The Professional Practice in Creative Industries module aims to identify and support student progression beyond the MA, providing mentorship sessions, career seminars and practical workshops in a range of areas of professional and personal development, relevant to the creative industries landscape, including applications for grants and funding. Workshops help build confidence in research, writing, and the development of a professional practice portfolio, which outlines the necessary steps for launching sustainable careers and may include: Live briefs, competitions and commissions, Coaching skills for self-development , Galleries, museums and archives, Ethics of emerging imaging technologies, Authorship, copyright and intellectual property, Publishing , Curation , Academia and teaching , Networking, promotion and marketing across multiple channels, Project Management , Collaboration, networks, participatory practices and community engagement. The activities within the Professional Practice module also provide opportunities to engage with the Careers and Employability service and the Westminster Enterprise Network (WEN) to help students to identify career and personal development opportunities.

Through these and other extra-curricular activities, students may also apply for the **Westminster Employability Award** at Postgraduate level. This is an employability achievement award, providing students with a guided pathway, supported through Engage, which helps them to gain relevant experience and key skills, and identify and evidence them for employers.

Interdisciplinary practices combining art and technology have evolved to encompass leading edge creative practices that are developed in relation to technical and critical uses of advanced media workstreams and novel technology in commercial, social and cultural contexts. This shift defines leading artistic practice, as well as opening up opportunities across many sectors beyond creative and cultural industries.

Students undertaking the course will graduate with a wide range of skills suited to employment in the Digital and Creative Industries or Cultural sectors. Alongside learning and developing advanced production skills for visual arts, they will also gain an understanding of the collaborative processes underpinning visual arts and technologies, creative software development, application of advanced fabrication and new sensing technologies. They will have developed an understanding of critical thinking and research skills that engage with the politics of such technology, the emergence of digital creative economies, the recent history of digital cultures and the intersection of visual arts and science. Through the pool of options, students will be able to tailor their expertise to prepare them for a diverse range of related careers in the arts and creative industries. These might include careers as independent creative artists, creative technologists and entrepreneurs, curation in museums and galleries, policy-making and advocacy within the cultural sectors, arts management, academia, interdisciplinary work across the creative industries but also beyond with scientific and technological partners, further academic study or teaching in secondary, further and higher education.

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:

- 01 Develop innovative, ethical practices through iterative processes of experimentation and evaluation in relation to an understanding of current practices in the field. (KU SS)
- 02 Apply entrepreneurial skills that address real-world opportunities and challenges, working independently or collaboratively with partners from the cultural and creative industries and community on live briefs and shared outcomes. (PPP KTS)
- 03 Design and create a substantial practice-led research project synthesizing understanding and expertise around applications and practices relevant to the discipline and topic, engaging with discourses, communities and practice relevant to a well-defined context and audience. (KU PPP KTS SS CS)
- 04 Formulate an independent research approach that is grounded in critical analysis of historical and contemporary sources, and effectively communicate ideas in a range of appropriate forms to diverse audiences. (KU CS)
- 05 Critically evaluate their own work and articulate a well-defined personal voice that is grounded in theoretical knowledge, technical experimentation, and a clear sense of personal vision. (KU KTS SS)
- 06 Experiment, analyze and interrogate the use of emergent technologies, within your discipline, from a critical and ethical perspective. (PPP CS)
- 07 Produce original and innovative practical outcomes, demonstrating a systematic understanding of the scope and potential applications of emerging media technologies and with consideration of the role of the artist as innovator, provocateur, and agent across different disciplinary perspectives and research practices. (KU PPP KTS SS CS)
- 08 Investigate and challenge the practices and conventions of emerging media at a level appropriate to postgraduate arts practice, through innovation labs or studio environments and real-world engagement considering the impact on social, cultural, and environmental issues and sustainability. (PPP CS)
- 09 Demonstrate broad interdisciplinary research skills, methods and ethical practices, as well as subject-specific knowledge to help situate ideas and outline the social, cultural and environmental impacts of their work. (KU KTS)
- 10 Embed interdisciplinary and collaborative competencies within their professional practice, relevant to the emerging media arts, demonstrating an entrepreneurial and agile approach to the shifting arts and wider creative industries landscapes. (PPP KTS)

How will you learn?

Learning methods

The course provides an authentic, inclusive and progressive learning environment, where students are considered to be practitioners investigating and challenging the practices and conventions of their own fields through real-world engagements. This is achieved through linked interdisciplinary collaborative studios. These studios focus on different advanced digital technologies, challenge practices and conventions within this context of transformative sectors and bring together students as artists, designers, researchers and technologists to facilitate inter- and trans-disciplinary

collaboration.

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

Students spend significant time undertaking independent study, research and experimental practice individually or in collaborative project groups. They are expected to make use of the extensive technical facilities, studios and labs, libraries and online resources to deepen their learning outside timetabled lessons. In some modules, they will be directed to additional learning resources and activities to complete in their own time. As part of their professional development, this course enables students to identify their best abilities and personal motivations, in order to locate their potential and make informed career decisions post-graduation.

Course EDI Statement

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

New and emerging media technologies support communication and collaboration across diverse communities, enabling new voices to be heard, and ideas to be shared and engaged with. Essential to the study and application of emerging technologies within art and creative disciplines is consideration of ethical and sustainable practices, of representation and identity, and the potential challenges in ensuring equity and access to relevant technologies and related skills.

Community and Collaboration

We are actively working to decolonise our curriculum and to include diverse voices, perspectives, and histories in course materials and curricula. We listen to our students and support them in all aspects of the programme to develop their own creative practice and shape their individual journey through the course. Students come to Westminster from many different and varied backgrounds, and this rich cultural heritage enables an exciting atmosphere of mutual support, where students learn about other communities as well as find the space to explore their own. The course design ensures that students can take charge of their projects, based on their own knowledge and cultural interests. Students have the opportunity to collaborate with peers and participate in community-oriented spaces, as we seek to expand education beyond the classroom and to contribute to society in a meaningful way.

Inclusion and equality

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

We provide career enhancement opportunities that allow our community of students to flourish well beyond graduation, whether that is in the art world, in the creative industries and beyond. Our course provides opportunities for students to gain practical experience through regular contact with industry professionals, such as work placements, guest talks by industry experts, participation in mentorship programs, and field trips to labs, studios and industry partners. These experiences help students to become familiar with industry practices and provide them with a sense of agency and confidence, while also enhancing their employability prospects. This can be particularly beneficial for students who may not have access to wider networks.

Neurodiversity and disability

Creative courses often attract a wide range of students and staff members, including those who are neurodiverse. Our course team is experienced in providing the necessary support to meet the unique needs of our students and we are committed to creating course materials and assessments that are accessible to all students, regardless of their learning style or ability. We work closely with the disability team to ensure that our course is structured in a way that is truly inclusive, with sessions that cater for a range of learning styles and needs, and we ensure that our assessments and teaching formats are adapted to fully accommodate our diverse student body.

Active learning strategies

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

careers.

Technology and inclusive approaches in assessment

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

Teaching methods

Teaching in the course is mostly delivered in person during timetabled lessons, as well as through extracurricular activities, such as field work, professional talks and visits to galleries and external studios. Lectures introduce the creative and industry contexts and practices and theories of art and communication in relation to emerging media practices, appropriate to each module focus. Seminars facilitate peer discussion and activities to explore multiple disciplinary perspectives, contrast individual ideas as a group and in relation to a given topic.

Technical demonstrations and workshops are run at our Harrow facilities, to allow students to explore technologies and gain expertise in relation to their arts practice. The expectation is that students will join the course with a range of perspectives, approaches and levels of expertise with emerging technologies and applications. For this reason, a personalised approach is taken to support students in developing in these areas, which may include intensive burst mode teaching early in the modules to ensure that all students have an appropriate level of core skills, followed by a flexible set of academic led workshops which students may engage with as required, supported by online learning and flexible technician led workshops that students may sign up to as extra-curricular activities. Students will be guided towards these activities depending upon their aims and focus.

Group and individual tutorials support students in the progress of their practical and written projects, and their overall learning throughout the module. Pitch presentations, and group work reviews are designed for students to present their work in progress, with the aim of obtaining formative feedback from their tutors and peers. Other teaching activities include professional and artist talks, interdisciplinary collaborative activities, gallery visits, field trips, work-based and placement learning activities, as well as career mentoring sessions.

Assessment methods

Formative and summative assessment is undertaken in every module to evaluate the student's learning throughout the course. Formative assessment may take different formats, including critical reviews, pitch presentations, tutorials, and submission of project proposals. These are used to provide students with feedback, which helps them to evolve the work for their summative assessments.

Module assignments are usually shorter and more directed earlier in the course, with students gaining greater independence in their projects, and producing larger bodies of work as they progress in their studies. Modules are designed to provide a critical contextual framework to underpin the practical work.

Practical projects serve to assess the student's ability to work creatively and to respond to a brief with experimental and innovative approaches. They encourage students to think laterally and explore multiple perspectives, sometimes working in collaborative and inter/trans-disciplinary groups. They may also include live projects in collaboration with industry or community partners.

Assessment on their projects evaluate a student's technical competence and ability to communicate ideas through multiple forms. When produced in groups, these projects also assess their ability to work collaboratively. Written and visual essays are used to assess the student's understanding of critical and industry contexts as appropriate to each module. These essays also serve to evaluate the student's ability to conduct independent research, articulate ideas, organise them logically, and communicate their arguments in a written and visual format. Individual and group presentations are used to assess the student's ability to present their practice and research in public. These can take form of work reviews, research talks or interactive sessions as appropriate. In their final semester, students produce a Masters Project, which serves to assess the overall learning achieved throughout the course.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	01, 03, 04, 05, 06, 09
Literate and effective communicator	03, 04, 05
Entrepreneurial	01, 02, 03, 06, 07, 08, 10
Global in outlook and engaged in communities	02, 03, 07, 08, 09, 10
Socially, ethically and environmentally aware	01, 02, 03, 06, 08, 09

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

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
7CTAD009W	Ecologies and Technologies	Core	1	20	10
7CTAD010W	Emerging Media Realities	Core	1	20	10
7CTAD013W	MA Arts - Masters" Project	Core	2	60	30
7CTAD014W	MA Arts - Professional Practice in The Creative Industries	Core	2	40	20
7CTAD015W	Curatorial & Social Practices	Option	1	20	10
7CTAD016W	Future Archives	Option	1	20	10
7CTAD017W	Global Arts & Sustainable Futures	Option	1	20	10
7IMAG029W	Image Futures	Option	1	20	10
7CTAD018W	Interactive Art and Storytelling	Option	1	20	10
7IMAG030W	Virtual Photography	Option	1	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

Course Management
The MA Art & Emerging Technologies is hosted in the Westminster School of Arts (WSA), within the College of Digital, Creative and Design Industries (DCDI). It is directly managed by a course leader within the Westminster School of Arts. Each module also has a designated module leader responsible for the administration and monitoring of its design and delivery. The MA is directly linked to two other postgraduate courses, the *MA Expanded Photography* and the *MA Global Contemporary Arts,* through a shared pool of options, and within the *Professional Practice in the Creative Industries* shared core module, where students undertake both specific activities relevant to the course and have the option of engaging in shared activities workshops with the other courses and students where appropriate, enhancing opportunities for cross-disciplinary collaboration.

Because of the wide-ranging topics covered by the MA, the course teaching team consists of a large number of staff in WSA. Key members of the course team meet regularly each year, including with students, to identify and address ways of improving the design and delivery of the course. Staff undergo annual appraisal and observation of their teaching by colleagues and are engaged staff development through course attendance and/or research and knowledge exchange, public engagement, and scholarly activity.

The MA Art and Emerging Technologies intersects with and draws upon the institutional resources provided by the wider set of events and cultural initiatives co-ordinated by staff within the School as well as the Centre for Research and Education in Arts and Media (CREAM) and other relevant programmes hosted by the School and elsewhere in the university, allowing it to draw on research findings and resources from a wider range of creative subjects.

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. 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 – 2022©

Additional Details

Course diagram: