

Course record information

Name and level of final award	<ul style="list-style-type: none"> • Master of Arts - Business of Film <p>The award is Bologna FQ-EHEA second cycle degree or diploma compatible</p>
Name and level of intermediate awards	<ul style="list-style-type: none"> • Postgraduate Diploma (Pg Dip) - Business of Film • Postgraduate Certificate (Pg Cert) - Business of Film
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)	The Course has been developed with reference to the QAA Characteristics Statement for Master's Degree (February 2020), the Subject Benchmark Statement Master's Degrees in Business and Management (2015), the SEEC Level Descriptors (2016) and the ASET Good Practice Guide for Workbased and Placement Learning in Higher Education (2022).
Professional statutory or regulatory body	
Westminster course title, mode of attendance and standard length	<ul style="list-style-type: none"> • Business of Film MA, Full-time, September or January start - 1 year standard length • Business of Film MA, Part-time day/evening, September or January start - 2 years standard length
Valid for cohorts	From 2022/3

Additional Course Information

This course has been developed in conjunction with the British Film Institute and the Regent Street Cinema.

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 Business of Film is a professional development programme for the film industry, aimed at attracting students seeking to develop, enhance and realise their career aspirations around film production and the business models and opportunities around it. Based on identified industry skills gaps, this programme has been designed in collaboration with the British Film Institute (BFI) to increase the overall productivity of the film industry. It aims to improve the training and talent pool for planning, development, distribution and financing of film, and to do so in a global context, preparing students to work in this international industry. Film, is both a creative form and commercial business. As such, it needs well trained, knowledgeable and astute business practitioners, especially during this period of rapid expansion in the quality, range and number of opportunities for production and distribution. It also needs a diversity of voices, ideas and opinions to validate itself as a cultural practice and industry that reflects the societies from which it emerges. This course addresses the need to improve understanding, training and comprehension of the scope and scale of the industry and its many permutations in national and international film cultures as identified by the University of Westminster and the British Film Institute. It aims to provide the context in which students interrogate emergent opportunities, processes, and techniques for students to take into their work and develop further in real-work situations. It is also designed to support and engage a wider demographic of film professionals that are urgently sought by the industry to resolve long-standing issues of narrow demographics in all aspects of the industry, operational practices that preclude people from participating and the model of career patronage built on contacts rather than qualification and capability that currently defines the industry. This will include preparation for the challenges of the film business, to build their contacts, extend their entrepreneurial skills and develop greater commercial acumen.

The aim of the programme is to ensure students will be prepared for the range of different opportunities designed to set students up for long careers in the film business, subject as they are to opportunity and preparation. Accordingly, it deploys a broad range of assessment forms, emphasising practical work and authentic assessment models that simulate or situate students in the action of the profession. The course links with industry and employability reflect opportunities for genuine diversity and inclusivity to emerge in the industry, supported by the range and scope of visitors available to us via the partnership with the BFI. A strong focus is placed on supporting graduates into work or paid internships, especially students from less connected or networked backgrounds.

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.

Graduates in MA Business of Film will be able to work in a wide range of roles across the different sectors of the film industry, including development, production, distribution, and exhibition. Those taking the degree will be provided with a competitive edge in a market that values high-level skills in communication, creative approaches, research, and technical understanding of emerging digital forms. Today's film organisations need graduates and mid-career entrants with both good degrees and skills relevant to the workplace. The professional development embedded within the curriculum should prepare students for career sequels in the industry that will vary significantly but will focus on the means of production and the opportunities for distribution in the film industry. The emphasis on professional outcomes from the outset and the contacts available via the BFI should make this a realistic option for people looking to develop their professional profile. The international perspective students can develop within this course provides a grounding which will enable them to capitalise on significant job opportunities in a global marketplace where London is a key capital.

Work Experience and Live Projects

Students undertake a bespoke work placement in the work placement module. Our location in London and links to the BFI and the Regent Street Cinema will support work experience and live projects, with numerous opportunities available within the film industries of the city. All students are expected to engage with the Work Placement module as core and will have support to secure placements, though ultimately the responsibility will lie with the student, consistent with the approach of the course in creating opportunities and expecting students to show the self-motivation and self-promotion skills to secure placements. If these remain elusive, the course will set up simulated work placements with the RGC, or students may engage with live projects (projects that respond to a brief set by someone from the industry and model an authentic industry problem or context) as an alternative form of work-based learning. Part-time students may be able to draw on the range of their professional experience throughout the course as a substitute for work placements where they are working in an appropriate environment at the right professional level, but this will be in agreement with tutors and their employers about duties and responsibilities, noting that the spirit of the placement is to extend and challenge rather than validate existing knowledge. The BFI has guaranteed a set number of placements secured through a competitive process in a contractual agreement with Westminster.

Further Study

Successful students wishing to undertake doctoral study may be able to progress to doctoral level study at one of the University's leading research centres, CREAM (Centre for Research and Education in Arts and Media) or CAMRI (the communication and Media Research Institute), or engage further with the emerging Creative and Cultural Industries Research Group.

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:

- CLO1 Identify and evaluate opportunities for the development of a Film career and realise these into viable professional outcomes through creative entrepreneurship, collaborative partnerships and business acumen. (KU PPP KTS)
- CLO2 Effectively communicate to a wide range of audiences complex creative and commercial ideas promoting equality and diversity in the workplace (PPP KTS SS)
- CLO3 Applies a systematic knowledge of the elements of the production process, its dynamics and the challenges of funding, co-ordinating and organising at professional level the full workflow of development, production, distribution and exhibition. (KU PPP SS)
- CLO4 Make informed decisions about the direction and contribution they make to the film industry, challenging long-standing assumptions about the operation of the industry through applying critical perspectives and an ethical framework to film business environments. (KU PPP SS)
- CLO5 Display advanced skills and systematic knowledge of the film industry that enables development of effective strategies and innovative approaches to the complex and unpredictable environment of film. (KU PPP SS CS)
- CLO6 Formulate creative solutions to real world problems and work collaboratively to bring outcomes to fruition and completion. (PPP KTS CS)
- CLO7 Systematically synthesises the framework and values of ethical business practice and accountability in the context of the global film industry taking into consideration cultural diversity and inclusivity and applies this knowledge in context. (PPP SS CS)
- CLO8 Undertake substantial investigation and make contributions to the film industry addressing questions around policy, business practice and cultural value (KU PPP KTS SS)

How will you learn?

Learning methods

All modules are designed to sharpen and inform decision-making, encouraging both an independent learning culture and a significant team experience within a challenging and supportive environment. MA Business in Film students will learn essential business skills, concepts and practices needed to manage current legal, financial, technological and film innovation challenges, as well as those required to gain a critical understanding of film business industry management requirements. Film development, production and distribution is not a conventional business, populated as it is by committed, passionate and creative people who need to be met on their own terms with creative business solutions anchored in understanding the financial, legal and practical aspects of production and distribution processes that are ever evolving.

Film is a powerful and persuasive medium. All aspects of the film industry are currently experiencing issues around its diversity and inclusion: from who makes, who decides and what is represented. This course aims to tackle those issues by supporting our students to participate, to create connections and contacts, to level the playing field in terms of opportunities through enhancing their expertise and providing introduction to industry professionals through the BFI, noting that the course covers ground rarely tackled in formal teaching environments. Given that diversity, inclusion and equality of opportunity are at the core of how we engage with students, colleagues, applicants, visitors and all other stakeholders, the leverage our graduates will be given by the course content will help change the profile of the industry in this area. These principles pertain to every area of our Being Westminster Strategy: our purpose, our vision, our mission, our values, our priorities, our objectives, our outcomes. We are fully committed to enabling a supportive and safe learning and working environment which is equitable, diverse and inclusive, is based on mutual respect and trust, and in which harassment and discrimination are neither acceptable nor tolerated. Our commitment to EDI makes us a stronger, more effective institution and community. We recognise that delivering that commitment entails ongoing cultural change, challenge and growth.

All modules are designed to meet the needs of a diverse group of learners and are delivered so they are relevant and accessible to all and will challenge all. The course recognises that students learn in diverse ways, including students new to formal study, those returning to study after time in professional work environments, and those from other disciplines for whom the course is an opportunity to change direction and follow an alternative career path; hence, it includes a variety of teaching methods and authentic assessment forms to create evidence of understanding and opportunity to demonstrate learning in a variety of formats, many of which will replicate the requirements of industry. The curriculum design and course delivery focus on equality and diversity as central components to the provision of an inclusive learning environment for learners with differing learning styles and from diverse educational backgrounds. This includes the opportunity to share perceptions from a diversity of backgrounds; cultural, educational and professional, to encounter new ideas within a

community of peers with similar aspirations but different starting points and ways of operating, and with alternative views of the world given space to interpret assessment tasks. Course materials, case studies and reading lists are chosen to reflect a diversity of perspectives and contexts, engaging with examples from beyond the Anglosphere and addressing the issues and challenges for those working on the margins of film. The range of teaching and learning methods provides opportunities for all students to engage in the learning and development process from their own perspective, informed as it will be by the significant proportion of discussion, collaboration and sharing of practice in the learning process, with reasonable individual adjustments being provided wherever necessary. This is intended to follow the business practices of film as a discursive environment that leads to collaborative action and practical outcomes determined through a number of influences.

In addition, project briefs will encourage the learners to explore their own interests in specific aspects of film business, accommodating interpretation and drawing the ideas and concepts being studied into practical business situations. Students will be encouraged to use their existing workplace experience or placement contact as subject matter for case studies. Discussion and peer feedback is used throughout the course to encourage engagement and establish a sense of community. Work-based learning is integrated into the curriculum, which emphasises the importance of practical solutions and performing in the pressurised environment of film production.

Further support for students is available via the Library and Student Services through the [Student Hub](#), a comprehensive collection of student support contacts, information and resources to support learners. The course includes induction for this, and regular reference to the use of these for assignment preparation, reference material (including the excellent 'Box of Broadcasts' (BoB) and TRILT databases) and research opportunities. Learning support includes four libraries, each holding 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. 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. 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 Ultra where students access their course materials, and can communicate and collaborate with staff and other students.

Teaching methods

Teaching methods used are a combination of lectures, seminars, tutorials, industry guest speakers, practice-based case studies, employment/group based simulations and industry events designed to emphasise the professional development content and aims of the course. To complement these methods there are in-class exercises which have been developed to encourage students to work together to assess how different approaches to practice can inform and improve outcomes.

A number of different teaching and learning methods are deployed to enable students to develop an imaginative and creative approach to their discipline based on an increasing knowledge of practice and transferable skills.

Professional Input

The course invites a range of professional industry guest speakers to contribute to individual sessions and advise on course development through our relationship with the BFI. Students are expected to have researched any subject area for discussion on the occasions when a professional guest is present so they are able to ask pertinent questions and benefit from networking opportunities.

Tutorials

The most individual form of teaching will be through tutorials. Each module will allow time for these to take place, often in small groups. Students are encouraged to talk about their perceptions of the subject and assignments being studied, and to consider the ways they are working and to what effect with a view to preparing material for assessment.

Lectures

Most lectures take place in a lecture room or auditorium. Students are expected to participate, by commenting on the lecture material, offering a view, or by preparing a short response paper for a session. During lectures, students should keep their own notes in order to build up a file of information as preparation for the module assessment. Lecturers may be members of the course academic team or industry specialists and experts who will lecture about their specific area.

Group Discussion

Group discussions/seminars are important mechanisms for building a shared understanding of the film business. Group

discussions will examine the implications, influences, content and dynamics of the film business and try to identify the best way of tackling them. Active participation in the exchange of ideas is important in helping students to develop articulate, confident attitudes to their work.

Group and Individual Presentations

Completed projects are often evaluated through group or individual presentations where students present to academic staff, fellow students and industry professionals. These are opportunities share work in a group context, learn to explain ideas coherently, look at them impartially and analytically. Students learn to receive and offer constructive criticism.

Experiential Learning

Students will experience multi-disciplinary learning practices that bring together different forms of business knowledge and creative practice to achieve entrepreneurial outcomes. Working in this will enable students to understand how to recognise opportunities, take risks, think strategically, work flexibly, develop resilience, manage complexity and build the more generic employability skills needed for the contemporary workplace (team working, communication, commercial acumen and problem solving).

Assessment methods

There are two types of assessment in this course– **formative and summative**.

Formative assessments *do not count* towards the final grade for the module and develop all learning outcomes tested through summative assessment. They take place during the module and are designed to provide students with support and feedback by developing and reviewing work in progress. They allow students to test their knowledge and understanding and to receive feedback from their peers and tutors. The following types of formative assessment are used in this course:

1. Individual Tutorials, where students discuss ideas and concepts taught on the module, present their work in progress to module tutors, and receive verbal feedback and direction.
2. Group workshops and feedback sessions ('Crit Sessions'): These are tutor-led scheduled seminars where a group of students will discuss ideas and concepts taught on the module, the progress of their work and discuss the merits and issues raised by individual approaches to the assignment, which includes student-prepared presentations of work in progress for discussion.

Summative assessments DO count towards module grades and ultimately determine course level outcomes.

Assessment methods and processes support the emphasis of the course on professional development, enabling students to identify and evaluate their learning, and encouraging a practical and authentic experience of assessment that reflects the ways of working in the industry and embeds the approach of our partners, especially the BFI.

Assessment Procedures

The purpose of assessment is to enable students to engage with the industry experiences and challenges they are likely to face now and in the future. Accordingly, assessment on the programme tends to forms and formats likely to be found in practice, including presentations, pitches, group project development, case studies, blogs, funding applications, personal brand/social media development, role-play exercises as well as responding to mentoring and workplace experiences.

All Module requirements are expressed through the Module proforma and Handbook. The Module Handbook includes module aims and learning outcomes, which are mapped to the assessment criteria. Assessment requirements and methods are indicated often as a portfolio of evidence, which may include coursework, oral presentations, reflective research book(s), blogs, social media contributions, case studies and written submissions. Assessment submission dates and feedback dates are all detailed in the module Handbook.

Assessment Feedback

Formative and summative assessment are regarded as positive learning tools. All modules have formative assessment built into their schedules, and at this level and for this subject this includes joint crits with fellow students to gauge the perceptions and feedback of others in a professional context, as well as helping students to understand the assessment process.

Formative Reviews/Presentations

The course team encourages students to present and communicate their project concepts and outcomes to both staff and to their peer group during crit sessions or group feedback tutorials, to encourage the dissemination of good practice, information and experiences at a mid-point in each module, as well as understanding the different perspectives of a diverse student group. Formative reviews provide a three-way feedback mechanism (lecturers, peers and self) on a student's project, noting there is rarely a 'right' answer but rather that some propositions fit the criteria and requirements

better than others. All feedback sessions are captured on Blackboard (the university's Virtual Learning Environment) and are designed to encourage discussion amongst students about the validity and variety of approaches in a complex professional environment, including peer discussion about group dynamics for group work submissions.

Summative Feedback/Presentations

As indicated above, the variety of forms of assessment are designed to enable a link to professional practice (authentic assessment) and to provide evidence for students of their activities to potential employers and their professional peers. Students will be given guidance on forms that are new to them (say, presentations or pitches, blogs, case studies) and encouraged to be creative and experimental with them. Summative feedback will be presented in ways appropriate to the assessment form, including oral feedback from industry mentors, discussion within peer groups and material from tutors that is likely to be written, but may take the form of guest blogs or social media contributions, but in all cases records will be kept for reference.

Generic Grade Descriptors at Level 7

80-100 - An outstanding piece of work: all assessment criteria have been met at an exceptionally high standard

70-79 - An excellent piece of work: all assessment criteria have been met at a high standard

60-69 - A good piece of work: all assessment criteria have been met at a good standard

50-59 - A sound piece of work: all assessment criteria have clearly been met

40-49 - FAIL: An inadequate piece of work: one or more relevant assessment criteria are not met

0-39 - FAIL: A poor piece of work: Most of the relevant assessment criteria have not been met

Course Level Outcomes:

For all exit awards (PG Cert, PG Dip, Masters) the University may award the qualification as:

Pass to a student who has achieved the requisite number of credits for the award;

With **Merit** to a student whose marks average at least 60% across the modules contributing to the award

With **Distinction** to a student whose marks average at least 70% across the modules contributing to the award.

Please consult Section 18 of the Academic Regulations ([Framework for Postgraduate Taught Courses](#)) for more information.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	CLO3, CLO4, CLO5, CLO6, CLO8
Literate and effective communicator	CLO1, CLO2, CLO5, CLO6
Entrepreneurial	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7
Global in outlook and engaged in communities	CLO5, CLO7, CLO8
Socially, ethically and environmentally aware	CLO4, CLO7, CLO8

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
	Creative and Business Acumen	Core	1	20	10
	Developing Your Film Career	Core	1	20	10
	Film Finance and Funding models	Core	1	20	10
	Introduction to the Business of Film	Core	1	20	10
	Distribution, Exhibition and Marketing	Core	2	20	10
	Film Business Final Project	Core	2	40	20
	Film Industry Work Placement	Core	2	20	10
	International Film Industry and Global Markets	Core	2	20	10

Professional body accreditation or other external references

The course has been developed with advice and input from staff at the [British Film Institute](#); the UK's lead organisation for film and moving image whose work includes support for skills development and the creation of a more diverse workforce which reflects the society in which we live. As part of their commitment to the development of the programme they will be offering placements and guest speakers and tutors, as well as access to the BFI's archive resources (which are the largest in the world). The University's [Regent Street Cinema](#) is also a partner in supporting this programme, offering pedagogical support (marketing and distribution), placements and specialist advice, as well as space where possible within the cinema's schedule.

Course management

Course Management

The MA Business of Film is hosted in the Westminster School of Media & Communications (WSMC), within the College of Digital, Creative and Design Industries (DCDI). It is directly managed by a course leader within the Westminster School of Media & Communications. Each module also has a designated module leader responsible for the administration and monitoring of its design and delivery.

Because of the wide-ranging topics covered by the MA, the course teaching team consists of a large number of staff in the WSMC. 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 leading to staff development through course attendance and/or research and scholarly activity.

The MA Business of Film 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 both the Communication and Media Research Institute (CAMRI) and the suite of programmes relating to Creative Industries Business 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](https://www.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. 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. 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©