

Programme Specification: Professional Writing MA and Professional Writing with Extended Work Placement MA

Course record information

Name and level of final award	<ul style="list-style-type: none"> • Master of Arts - Professional Writing • Master of Arts - Professional Writing with Extended Work Placement <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) - Professional Writing • Postgraduate Certificate (Pg Cert) - Professional Writing
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Central London Secondary/Tertiary Locations: Harrow
Language of delivery and assessment	English
QAA subject benchmarking group(s)	English; Communication, Media, Film and Cultural Studies; Creative Writing.
Professional statutory or regulatory body	
Westminster course title, mode of attendance and standard length	<ul style="list-style-type: none"> • Professional Writing, Full-time, September or January start - 1 year standard length • Professional Writing, Part-time day, September or January start - 2 years standard length • Professional Writing with Extended Work Placement, Full-time, September start - 2 years standard length
Valid for cohorts	From 2024/5

Admissions requirements

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

Aims of the course

Introduction

The MA Professional Writing and the MA Professional Writing with Extended Work Placement have been designed for those who want to turn their love of words into a dynamic and fulfilling career. These MAs provide the skills, motivation, networks and connections to work with words across a wide variety of industries – in publishing, in journalism, in public relations, in advertising, as literary agents, or as copywriters and copyeditors. The MAs thus take a deliberately broad, holistic view of writing because writing is not just about writing. It is about editing, about working with the words of others and with other languages, it is about the reader, and it is about the various forms into which words are packaged. It is about essays and tweets, novels and headlines, criticism and advertising.

The modules that make up the MA Professional Writing and the MA Professional Writing with Extended Work Placement allow students to develop an advanced knowledge of, and sustained practice in, editorial skills, collaborative work, multilingual text production, and the digital world. They provide inside knowledge of the writing industry in its broadest sense so that students can match their skills to today's dynamic and fast changing world of words. Both MAs also include either a research-based final dissertation or a practice-based independent final project, in which students can create and develop their own working identity.

Students are encouraged to have a close involvement with industry through internships, work placements and projects. The courses are also designed to facilitate students who are already working in or with relevant industries or organisations to focus their learning on their own professional work, including basing their projects on their workplace if they wish.

All students will have access to Westminster's fantastic facilities and connections, such as state of the art multimedia studio spaces, writers who publish across a range of forms, experts in a range of translation practices, a wide network of publishing professionals, and existing collaborations with London's pre-eminent cultural institutions such as the V&A and Tate Modern.

Students registered on the MA Professional Writing with Extended Work Placement have the opportunity to take an integrated Extended Work Experience module in addition to the taught components of the course. Students taking this module will do a placement or internship of a minimum of 550 hours in a professional work environment as a sandwich element, completing their dissertation or project after the end of the placement. Students will be expected to secure their own placement/internship but will be fully supported by the course team and the Career Development Centre in doing so. The placement/internship must be in a context related to professional writing; the team has a range of existing contacts and visiting speakers will provide additional networks for potential placements. During semester 1 a series of coaching sessions will support students in making applications for placements/internships, regular tutorials throughout the placement ensure contact with the course team. The placement should be secured by the end of semester 2. If a placement cannot be secured students will transfer to the MA Professional Writing.

Students successfully completing the module will achieve an extra 60 credits and will be awarded the degree with the title: MA Professional Writing with Professional Experience.

Specific Aims

The MA Professional Writing and the MA Professional Writing with Extended Work Placement aim to:

- Examine the changing role of professional writing through historical and theoretical debates and examples of contemporary professional practice across languages.
- Combine academic teaching with instruction from industry professionals to give students an understanding of vocational issues, contexts, practices and concerns.
- Allow students to develop their writing skills in a range of relevant professional context and workplaces through direct contact and projects, and to assist students in gaining internships and work placements.
- Give students a broad-based curriculum that enables them to develop their own preferences and specialisms.

In addition, the MA Professional Writing with Extended Work Placement aims to allow students to:

- Gain professional skills and knowledge through extended practical work in a relevant sector and professional setting.
- 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. 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.

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The MA Professional Writing and the MA Professional Writing with Extended Work Placement aim to create graduates who have the knowledge, skills, motivation, networks and connections to work with words across a wide variety of creative industries.

In addition, the MA Professional Writing with Extended Work Placement ensures that, through the Extended Work Experience module, students have the opportunity of integrated and extensive learning from the professional workplace.

The MA Professional Writing and the MA Professional Writing with Extended Work Placement are intended to provide students with sophisticated critical and practical skills and a widely applicable knowledge base. This enables further study at MPhil or PhD levels, but is also particularly relevant to professions in a wide range of creative, cultural, and communication industries. As well as the more obvious careers in writing, such as journalism, editing, publishing, copywriting or translation, students are encouraged to explore the wide applicability of their skills in other fields, such as science or art communication, reviewing, digital content creation, subtitling, script editing, PR and story-telling for business. Writing is everywhere and the flexible toolkit of advanced skills developed on the courses facilitates movement into and between many different careers in rapidly-changing professional worlds.

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)

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

- 001 Show a comprehensive and critical knowledge of the professional, technical and commercial contexts within which words, writing and texts are created, revised, communicated and consumed. (KU)
- 002 Reflect critically in a sustained and advanced manner on the practices, processes and craft of writing, on their own work and the work of other writers in the context of a variety of current practices. (KU)
- 003 Demonstrate advanced competence and critically informed judgments in the selection, development, use and dissemination of a wide range of words, writing and texts. (KU SS)
- 004 Demonstrate advanced competence in producing writing of a professional standard at the forefront of a particular field. (KTS SS)
- 005 Demonstrate knowledge of and skills in the use of relevant technical packages and programmes. (KTS SS)
- 006 Understand the ethical, social and professional constraints of audience, style, content and medium for writing situations. (KU)
- 007 Self-direct, self-manage and realise their work to advanced professional standards. (KTS)
- 008 Show a sophisticated understanding of their own professional skills and abilities. (KU SS)
- 009 Work collaboratively with others in teams, communicating accurately and flexibly. (KTS)
- 010 Demonstrate a comprehensive and critical understanding of a range of appropriate research methods and a highly developed ability to exploit a broad range of sources. (KU SS)

Additionally, the students of the Professional Writing with Extended Work Placement pathway will be able to:

- 011 Demonstrate acquisition of skills and experience acquired in extended work placement (PPP)

How will you learn?

Learning methods

Introduction

Learning and teaching on the MA Professional Writing and the MA Professional Writing with Extended Work Placement benefit from stimulating teaching facilities, extensive and varied learning resources, and a wide range of student support services, all of which combine to deliver a high-quality academic experience. In practice, this means appropriate physical and virtual environments for learning and teaching; learning facilities and resources that are accessible and relevant to the development of students' knowledge and skills; actively encouraging and monitoring student engagement individually and collectively in their experience of the learning and teaching provision; supporting all students in achieving successful academic outcomes; and designing and delivering learning and teaching to develop subject-specific and transferable skills that enhance students' personal development and employment opportunities.

The specific teaching and learning strategies adopted on the MA Professional Writing and the MA Professional Writing with Extended Work Placement use a variety of inclusive learning, teaching and assessment methods to ensure that, together, they enable and empower every student to fulfil their potential and achieve a successful outcome. The wide range of necessary knowledge and skills required for the successful understanding and practice of the role and use of writing across a range of forms, professions and activities means that a correspondingly wide range of strategies is adopted to facilitate students in their acquisition of this knowledge and development of these skills. Learning material is therefore presented to students in ways that emphasise the combination and blending of the theoretical and practical elements of the subject.

Supporting the University of Westminster's Black Lives Matter Commitment Plan as well as the wider Equality, Diversity and Inclusivity agenda, the MA Professional Writing and the MA Professional Writing with Extended Work Placement have been developed using an inclusive approach that ensures students will have a learning experience that respects diversity, encourages their active participation, considers students' varying needs, encourages and enables students to tailor their learning according to their career aspirations and individual and cultural needs, and equips them 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, both physical and virtual. We welcome all applicants with an interest in and basic experience of writing across a range of forms and audiences, along with a good degree in any subject area, and aim to eliminate all arbitrary barriers to your learning and to work with you to achieve that.

Our aims are underpinned by three principles:

- provision of an inclusive learning environment;

- Diversification and inclusivity of the curriculum;
- provision of diverse and inclusive co-and extra- curricular activities.

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

- Inclusive learning environment: accessible materials are provided across all modules; a suitably inclusive range of assessment modes is employed, for example in the module *The Story and the Book*, where students will produce a range of work and select those pieces that they wish to enter for summative assessment; similarly, in the module *Working with the Words of Others*, students will be able to choose both the topic and the type of artefact created as part of the assessment, which can be text-based, visual, or audio.
- Diversification of the curriculum: several modules, such as *The Story and the Book*, *Working with the Words of Others* and *The Small Press and Professional Writing*, deploy a range of case studies and real-world examples deliberately selected based on EDI principles; similarly, students' self-selection of assessment area in the *Working with the Words of Others* module ensures a diverse range of voices and narratives are heard on the module. Reading lists have been constructed to ensure diversity.
- Diverse and inclusive co- and extra-curricular activities: the choice of professionals for practice-based seminars will prioritise issues of diversity and inclusion across the range of professions and industries relevant to the course.

Learning Methods

Learning methods are aimed at facilitating a student's active and critical learning by the acquisition, understanding and application of knowledge, skills and professionalism. The learning methods employed on the MA Professional Writing and the MA Professional Writing with Extended Work Placement vary depending on the type and content of a module and its intended learning outcomes, but all are based on a principle of blended work in which students take responsibility for engagement with materials and links provided on Blackboard before class sessions and follow up in consolidation afterwards.

The MA Professional Writing and the MA Professional Writing with Extended Work Placement recognise the importance of enabling students to function equally well as individuals and as members of a team; thus, group activities are encouraged and promoted. Consequently, a wide range of learning methods are used across the courses' modules, for example, the use of:

- Class-based learning (seminars, workshops, tutorials), usually augmented by
- Learner engagement with weekly pre-class content provided online (recordings, readings, prep tasks, etc.);
- Team/group work inside and outside of the classroom to enable students to further develop their teamwork skills to work effectively in a professional environment;
- Learner engagement with weekly post-class consolidation and/or practical tasks feeding into the next session.
- Independent study including reading, seminar preparation, and assessment drafting and preparation.
- Engagement with library and online sources to develop students research and analysis skills.
- Interaction with external speakers and industry professionals to enable students to appreciate how the taught material is applied across a range of professions; appreciate how various technologies / tools / methods / techniques are used across a range of professional activities.

Students are supported throughout their studies by Blackboard, the University's Virtual Learning Environment (VLE), web-based teaching materials, and the Library and IT services. Blackboard functions as an interactive and dynamic digital learning platform and provides access to sites that give important information related to the course, individual modules, and general university information. The Blackboard module sites are used for online collaborative learning activities and provide ready access to online module readings, seminar plans and assessment schedules, pre-recorded lectures and a wealth of other learning materials. Blackboard is also used for assessment purposes, including electronic coursework submission and feedback.

Teaching methods

Our teaching methods are aimed at enabling 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 Professional Writing and the MA Professional Writing with Extended Work Placement are wide-ranging and vary across the modules that make up the programme of study. Those selected for an individual module depend on what is most appropriate for the module's topic, learning outcomes and assessment strategy,

and involves seminars, workshops, tutorials, and, for the final Project or Dissertation, individual supervision sessions. All modules combine critical and theoretical debate with practice-focused discussion and activities. This approach encourages students to actively participate in the development of a solution or workflow by allowing them to (a) express their thoughts; and (b) get immediate individual feedback from peers and/or the instructor.

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, student presentations and peer to peer feedback, plenary discussion and work in small groups.

Practical workshops will be led by industry experts (alongside academic staff), in appropriate physical spaces, and during them students will sometimes work alone, sometimes in groups, on practical problem-solving and activities around creative practice.

Tutorials are one-to-one or small group sessions that provide focused developmental work on group or individual tasks. Students can meet with lecturers informally, but where tutorials are scheduled, they are part of the curriculum, for example a small group tutorial to agree a task topic.

Individual Supervision is provided to students working on their final Project or Dissertation. The final Project or Dissertation module is a key part of the course and is designed to unify and integrate skills and knowledge gained on the individual taught modules. It provides the opportunity to put into practice and extend what has been learnt in relation to specific, real world contexts. To support students in successfully completing the Dissertation or Project, all students are 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 the student's chosen project area or research topic. The initial role of the supervisor is to advise and guide a student in their choice of topic. This ensures that the chosen topic is appropriate both in terms of its relevance to the course and in terms of scope and standard expected at MA level. In general, the supervisor's role is to act as someone who will guide students throughout the various phases of the Dissertation or Project. Student will discuss their work with their supervisor at regular intervals and receive feedback on the work submitted. Supervisors will also support students in: (a) deciding on the scope of the Dissertation or Project; (b) devising a plan; (c) meeting target dates for assessments; and (d) writing up the final project report. In addition, students are supported by a series of Dissertation or Project workshops that aim to equip them with the required research skills. This is particularly important as students on the MA may well be working in disciplinary areas beyond those of their first degrees, which will demand knowledge and use of new research methods.

Each module will provide the following online support: access to teaching material in a range of formats, online reading lists and access to e-readings, discussion boards, virtual study rooms for students to collaborate, individual and group online meetings. Individual support for each module will be available from the module's teaching staff. At key stages in a student's academic studies, the decisions they will need to make – such as choice of option modules and Dissertation/Project topic – will be guided and supported by the Course Leader and/or other members of the course team. Students will also be supported and helped with personal issues that arise during their studies by their Personal Tutor and, where appropriate, the School Senior Tutor.

Assessment methods

Assessments and feedback are an integral part of the learning process and enable students to (a) gauge their progress in relation to learning outcomes; (b) reflect on what they have learned; (c) identify areas in which they are strong and areas in which they need to improve their learning so that students develop the right skills to enable them to achieve the required learning outcomes; and (d) help them make informed decisions on the pace and focus of their own independent learning. On the MA Professional Writing and the MA Professional Writing with Extended Work Placement, all assessments and feedback mechanisms are thus designed to form part of the learning experience and will take a variety of forms. For example, assessments may involve practical exercises ranging from small tasks that might be completed during a seminar to more complex tasks, such as the design and creation of an artefact, or the investigation of or research into a critical or theoretical question. Some of the assessments are designed to be completed individually, whereas other assessments may require students to work as part of a team, emulating as closely as possible the environment students will face in a professional setting.

Types of assessment used on the MA Professional Writing and the MA Professional Writing with Extended Work Placement include essays, oral presentations, portfolios of real-world forms of writing (e.g. content for websites, newsletters, editorial comments, translated work), or the creation of relevant artefacts. Assessments can be (a) formative (i.e. help establish where students are in their learning journey, what they have learned so far, and where they may improve, but do not formally contribute to students' overall grades) or (b) summative (i.e. measure how much students have learned in a way that contributes to their overall grades). The type and nature of the assessment methods employed on the MA Professional Writing and the MA Professional Writing with Extended Work Placement varies depending on the module and its associated learning outcomes. The guiding principles in designing a module's assessment and its associated feedback include:

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

All assessments that contribute to final grades will be assessed against clear assessment criteria stated in module descriptors; these assessment criteria are directly linked to the module's learning outcomes, and they will be used to evaluate the submitted work and produce written feedback. Marks will be produced following rigorous quality mechanisms that ensure academic judgement 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 dissertations/projects. Feedback will also come from peer-to-peer work with other students.

The assessment diet of most of the modules will involve a mixture of critical work and practice-based work. The Dissertation and Project are substantial pieces of independent work which involve research into and an investigation of a critical, theoretical and/or practice-based problem. There are no formal examinations on the MA Professional Writing and the MA Professional Writing with Extended Work Placement.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	
Literate and effective communicator	011
Entrepreneurial	011
Global in outlook and engaged in communities	
Socially, ethically and environmentally aware	

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.

Professional Writing

Level 7

You must take either The Professional Writing Project OR MA Dissertation

Options: You can choose 2 x 20 credit modules

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
7PROW001W	The Story and the Book	Core	1	20	10
7CREW013W	The Writing Business	Core	1	40	20
7PROW002W	Working with the Words of Others	Core	1	20	10
7HUMS001W	MA Dissertation	Pathway Core	2	60	30
7PROW004W	Professional Writing Project	Pathway Core	2	60	30
7ENGL007W	English Worldwide	Option	2	20	10
7CREW012W	Mapping and Imagining the City: Non-Fiction and Poetic Writing	Option	2	40	20
7JRNL012W	Multi-Media Journalism Skills	Option	2	20	10
7PURL002W	Persuasion, Propaganda and Influence	Option	2	20	10
7PROW003W	The Small Press and Professional Writing	Option	2	20	10
7JRNL024W	Digital Magazine Publishing	Option	Various	20	10
7INME008W	Podcast Production	Option	Various	20	10

Professional Writing with Extended Work Placement

Level 7

You must take either The Professional Writing Project OR MA Dissertation

Options: You can choose 2 x 20 credit modules

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
7PROW005W	Extended Work Placement	Core		60	30
7PROW001W	The Story and the Book	Core		20	10
7CREW013W	The Writing Business	Core		40	20
7PROW002W	Working with the Words of Others	Core		20	10
7HUMS001W	MA Dissertation	Pathway Core		60	30
7PROW004W	Professional Writing Project	Pathway Core		60	30
7ENGL007W	English Worldwide	Option		20	10
7CREW012W	Mapping and Imagining the City: Non-Fiction and Poetic Writing	Option		40	20
7JRNL012W	Multi-Media Journalism Skills	Option		20	10
7PURL002W	Persuasion, Propaganda and Influence	Option		20	10
7PROW003W	The Small Press and Professional Writing	Option		20	10
7JRNL024W	Digital Magazine Publishing	Option	Various	20	10
7INME008W	Podcast Production	Option	Various	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 course 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 for the MA Professional Writing and the MA Professional Writing with Extended Work Placement is responsible for the day-to-day running and overall management of the courses 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.

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. 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©

Additional Details

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

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The courses are 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 evidence of student achievement, reports from external examiners in order to evaluate the effectiveness of the course.

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.
- The University also has an annual Postgraduate Taught Experience Survey or PTES which helps us compare how we are doing with other institutions, to make changes that will improve what we do in future and to keep doing the things that you value.

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