

Course record information

Name and level of final award	<ul style="list-style-type: none"> Bachelor of Science with Honours - Architecture and Environmental Design Bachelor of Science with Honours - Architecture and Environmental Design with Professional Experience <p>The award is Bologna FQ-EHEA first cycle degree or diploma compatible</p>
Name and level of intermediate awards	<ul style="list-style-type: none"> Bachelor of Science (BSc) - Architecture and Environmental Design Diploma of Higher Education (Dip HE) - Architecture and Environmental Design Certificate of Higher Education (CertHE) - Architecture and Environmental Design
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)	Subject Benchmark Statement for Architecture 2020
Professional statutory or regulatory body	The course is prescribed by the Architects Registration Board (ARB) and validated by the Royal Institute of British Architects (RIBA), providing exemption from RIBA Part 1
Westminster course title, mode of attendance and standard length	<ul style="list-style-type: none"> BSc Architecture and Environmental Design FT, Full-time, September start - 3 years standard length with an optional year placement
Valid for cohorts	From 2023/4

Admissions requirements

There are standard minimum entry requirements for all undergraduate 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/study/undergraduate/how-to-apply>

Recognition of Prior Learning

Applicants with prior certificated or experiential learning at the same level of the qualification for which they wish to apply are advised to visit the following page for further information:

<https://www.westminster.ac.uk/current-students/guides-and-policies/student-matters/recognition-of-prior-learning>

Aims of the programme

The course encompasses the 'artistic' and the 'scientific' to create a new generation of architects and designers who are not only environmentally aware, but able to quantify the environmental and energy impact of their designs too. Students will develop their creative environmental design, technical and analytical skills, as well as critical thinking and awareness of the wider architectural context. This course will provide skills which can be used both in architectural practice and in environmental design consultancy for employment in a global marketplace. All modules have a strong interdisciplinary approach that highlights the added value environmental architects bring to the construction industry and to society.

The specific objectives of the course are:

- Form a new generation of environmental architects who are both environmentally aware and able to quantify the environmental impact of their design, as well as how sustainable design can contribute to mitigating the effects of the climate emergency.
- To teach students the value of, and the design and analytical processes related to an evidence-based design approach to environmental architecture.
- Foster proficiency in the use of technical and analytical skills through a range of qualitative and quantitative approaches to address environmental and climate literacy.
- Enhance critical thinking and contextual awareness including climatic, historical, cultural, socio-economic knowledge.
- Develop skills for the communication and representation of complex environmental data within an architectural design.
- Preparing students to work in an interdisciplinary environment bringing both environmental and architectural skills together.

Employment and further study opportunities

University of Westminster graduates will be able to demonstrate the following five Graduate Attributes:

- Critical and creative thinkers
- Literate and effective communicator
- Entrepreneurial
- Global in outlook and engaged in communities
- Social, ethically and environmentally aware

University of Westminster courses capitalise on the benefits that London as a global city and as a major creative, intellectual and technology hub has to offer for the learning environment and experience of our students.

The focus on the climate crisis emphasises the need for professionals with a specialization in environmental design, sustainability and low carbon design. There is a particular demand for architects who have a good understanding of environmental engineering, passive strategies and systems, and their integration in architectural design. Moreover, quantification skills and ability to evaluate energy and environmental performance in the light of more stringent building regulations and energy certification are sought after by the construction industry.

Students who complete the course with a classified degree are exempt from RIBA (Royal Institute of British Architects) Part 1 examinations. This is the first of three stages in academic and professional development, usually followed by a year of practical training and two further years of full-time study at postgraduate level (Part 2). A further year of practical training and part-time study normally ensues culminating in the Part 3 examination, following which successful students may make an application to the professional register administered by the Architects Registration Board (ARB) and membership of the RIBA.

On completion of the BSc AED, graduates could also apply to the MSc in Architecture and Environmental Design offered by the University of Westminster.

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- Global in outlook and community engaged
- Socially, ethically and environmentally aware

Critical and creative thinkers

Creativity and critical thinking are key to the practice of architecture. Developing critical thinking extends and often challenges previous academic experience and cultural expectations. During the course students will discuss and critique theory and practice. Case studies and projects reflecting real world situations will be used to develop strategic thinking, problem solving skills, and **creative** design skills.

Literate and effective communicators

Our graduates will need good written, oral and graphic communication skills in their professional lives. Students will learn to develop coherent evidence-based arguments, and to use a range of media to present technical data and design proposals. Graduates will need to be digitally literate and proficient in the use of a range of software including CAD and energy and environmental modelling and simulation. They will need to be able to communicate to members of diverse multidisciplinary professional communities. As the course progresses students will learn how to develop strategies to communicate to varied audiences and acquire a multidisciplinary vocabulary.

Entrepreneurial

Our graduates will need to be able to operate effectively in a competitive business environment. Our students will learn to evaluate the operation of property markets and to assess the role of different stakeholders in the development process. They will develop skills in the environmental and energy evaluation of development proposals and the appraisal of their sustainability. As their studies progress, students will become more outward looking and engaged with practice. They will experience and evaluate work environments, and use these experiences to develop and manage their careers.

Global in outlook and community engaged

Our graduates will need to be aware of the impacts of globalisation and climate change on built environments in different contexts and of the finite nature of global resources. They will also need to understand the importance of effective community engagement to sustainable development and of the use of local resources and bioclimatic potentials. The development of this attribute will be embedded in our teaching activities and become intrinsic to our students' learning. The course will explore literature and case studies that investigate the design and application of sound environmental and passive strategies to a range of different climatic and sociocultural contexts. Projects will enable students to investigate the needs of individuals and communities and develop practical proposals to meet their needs.

Socially, environmentally and ethically aware

An understanding of sustainability and environmental principles is at the core of the programme and will be developed throughout the course. Students will debate different adaptation and mitigation strategies to address the challenges of climate change and to realise sustainable built environments, achieving users comfort and social responsibility for the use of energy and environmental shared resources. Students will also discuss the ethical standards that are required of professional architects

WBL (Work Based Learning) is embedded throughout the course, from live projects based on real Client briefs in collaboration with practices (including model fabrication and testing in specialist facilities,) site visits, industry software training and practice placement, to extra-curricular activities such as field trips, field work and industry events. In particular, at level 5 students are engaged in a live project in MODULE: 5AEVD001W.Y Design in Cities and Module 5AEVD002W.Y Material Studies and Environmental Design. At level 6, students are part of a one/two weeks work based learning as part of Module 6AEVD005W.Y Professional Practice.

What will you be expected to achieve?

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 4 course learning outcomes: upon completion of Level 4 you will be able to:

- L4.1 (Design practices) Design straightforward architectural proposals to concept design stage with risk and experimentation using basic propositional, imaginative, creative and critical practices grounded in academic knowledge, and awareness of sustainable design principles. (PPP) (KU PPP)
- L4.2 (Technical knowledge and Climate Literacy) Understand the basic principles of environmental design and an

outline knowledge of building materials, construction processes and structural strategies to the development of design proposals. (KU) (GA) (KU GA)

- L4.3 (History, theory and urban design knowledge) Demonstrate a basic understanding of the histories and theories of architecture and urban design and their inter-relationship with the allied fields of the arts and design, through the appraisal of existing buildings, places and spaces. (KU) (KU)
- L4.4 (Critical ambition and research) Identify evidence, arguments and assumptions that underpin judgments within the discourse relating to architectural culture, theory and design; and relate strategic or conceptual level ideas that provide organizing and ordering frameworks to the design process in developing architectural proposals. (KTS) (KTS)
- L4.5 (Communication) Communicate architectural ideas and proposals clearly and effectively using a range of current visual, spatial, digital and written media selected through a guided process of critical evaluation (PPP) (GA). (GA PPP)
- L4.6 (Reflective practice and Agency) Discuss your individual learning needs and responsibilities, and explore your academic interests in the context of course study options. (KTS) (GA). (GA KTS)
- L4.7 (Social, ethical and environmental awareness) Identify the ethical issues involved in developing design ideas and proposals. (PPP)(GA). (GA PPP)
- L4.8 (Professional and collaborative practice knowledge) Demonstrate a basic understanding of types of architectural practice and ways of working (PPP). (PPP)

Level 5 course learning outcomes: upon completion of Level 5 you will be able to:

- L5.1 (Design practices) Develop design strategies and evidence based environmental design proposals in response to detailed briefs and formulate solutions to complex problems involving the climate crisis (PPP). (PPP)
- L5.2 (Technical knowledge and Climate Literacy) Develop an understanding of how to integrate technical and environmental knowledge in an architectural design with a specific focus on energy systems, low energy practices and passive design strategies for the provision of comfort in buildings. (KU). (KU)
- L5.3 (History, theory and urban design knowledge) Critically evaluate the histories and theories of architecture, environmental and urban design and their inter-relationship with the allied fields of the arts and design, through the focused study of contemporary architectural issues. (KU). (KU)
- L5.4 (Critical ambition and research) Develop simple research strategies and ability to manage information and ideas and how to apply them to the design development; appraise evidence, arguments and assumptions that underpin judgments within the discourse relating to architectural culture, climate, theory and design. (KU) (KTS). (KU KTS)
- L5.5 (Communication) Develop skills for the clear and effective communication and representation of architectural ideas and environmental data within an architectural design using a range of current visual, spatial, digital and written media (GA). (GA)
- L5.6 (Reflective practice and Agency) Identify, with some guidance, resources to help meet needs and responsibility for own learning and contribution to planned activities within a group or in individual assignments, meeting deadlines and obligations. (PPP) (KTS) (PPP KTS)
- L5.7 (Social, ethical and environmental awareness) Critically examine the social and ethical issues involved in developing design ideas and proposals and demonstrate awareness of the theories and principles of architecture and environmental design with specific reference to the climate emergency. (PPP)(GA). (GA PPP)
- L5.8 (Professional and collaborative practice knowledge) Outline the role of the architect in professional practice and the construction industry through an understanding of the regulatory frameworks. (KU) (KU)

Level 6 course learning outcomes: upon completion of Level 6 you will be able to:

- L6.1 (Design practices) Develop relatively complex design strategies and evidence based environmental design proposals in response to detailed briefs and formulate solutions to complex problems involving the climate crisis (PPP). (PPP)
- L6.2 (Technical knowledge and Climate Literacy) Develop an in-depth knowledge of how to integrate technical and environmental knowledge in an architectural design with a focus on environmental strategies, low-energy systems, and methods of quantification of building performance (KU). (KU)
- L6.3 (History, theory and urban design knowledge) Demonstrate fluent and systematic knowledge of the histories and theories of architecture, environmental and urban design, with reference to climate change and the planetary

emergency (KU). (KU)

- L6.4 (Critical ambition and research) Identify and develop complex research questions through evidence and arguments to formulate and present hypotheses relating to architectural theory, culture and design. (KTS). (KTS)
- L6.5 (Communication) Develop skills for the clear and effective communication and representation of complex architectural ideas and environmental data within an architectural design using a range of current visual, spatial, digital and written media (GA). (GA)
- L6.6 (Reflective practice and Agency) Take responsibility for own learning and contribution to planned activities within a group or in individual assignments, meeting deadlines and obligations; plan graduate practice opportunities and understand the personal responsibility required for further professional education. (KTS). (KTS)
- L6.7 (Social, ethical and environmental awareness) Critically evaluate the social and ethical issues in architectural practice in the light of your ethical responsibilities and current professional codes of conduct with specific reference to the climate emergency and fire and life safety. (PPP)(GA). (KU PPP)
- L6.8 (Professional and collaborative practice knowledge) Describe the role of the architect in practice and the construction industry and the professional qualities needed for decision-making in complex and unpredictable circumstances. (KU) . (KU)

How will you learn?

Learning methods

The learning and the teaching of the course will include a combination of studio based design modules taught modules divided between cultural context and environmental and technical studies subjects. Some of the modules will involve laboratory experimentation, monitoring and surveying exercises and prototype fabrication and testing.

Students learn and progress by:

- Undertaking self-directed research under tutor support and guidance.
- Attending lectures, seminars and tutorials in Cultural Context and Environmental and Technical Studies modules, and progressing coursework set by tutors.
- Developing designs through creative endeavours and extensive iterative design processes using a wide range of media. The direction of these will be negotiated and agreed with tutors during tutorials and presentations.
- Resourcing and integrating ideas and knowledge gained through co-requisite modules and through peer and tutor led studio investigations and discussions.
- Presenting and communicating coursework (design/project work and research proposals) to peers and tutors, and in critically appraising the work of peers.
- Responding to critical appraisal of coursework, formative and summative assessment.
- Reflecting constructively on PDP submissions and Personal Tutorial discussions.
- In design projects, students learn to conceptualise, make proposals and to evaluate them in the context of module assessment criteria.

Creative thinking is always encouraged, supported by the exploration of appropriate architectural, cultural and technological typologies and precedents. In doing so, students develop a passion for, and curiosity about, the subject as well as honing attendant research skills and knowledge. Iteration is sometimes necessary, however, students learning to do the basics well and, thereby, gaining valuable experience within, and without, the complex and challenging realm of architecture.

Teaching methods

The pattern of teaching and learning in the Programme will specifically include:

- Lectures, demonstrations and other forms of visual and verbal presentation. A typical lecture course consists of twelve sessions of three hours contact teaching (also involving seminars, presentation sessions, visits, etc.).
- Studio-based design work under the guidance of Studio Supervisors.
- Studio discussions, seminars, workshops and other events.
- Tutorials, either individually or in small groups.
- Specialised instruction in the use of computers, drafting and representational techniques, workshop equipment etc.

- Critical reviews ('crits') with feedback being recorded by academic staff and peers at an interim stage and towards the conclusion of a project.
- Visits to sites, exhibitions, galleries and projects.
- Portfolio Review at the end of each design module.

Equality Diversity and Inclusion

EDI policy

The course team is fully committed to enabling a supportive and safe learning environment which is equitable, diverse and inclusive, is based on mutual respect and trust, and in which harassment and discrimination are neither tolerated nor acceptable. Through the School of Architecture and Cities Equity Plan the course is implementing the [University's Equality, Diversity and Inclusion Policy](#) and its EDI Strategy 2021-25.

We are proud of our diverse student body in the school and see this diversity as one of our strengths, as a school, and an important factor in attracting applicants. Diversity therefore features in our teaching and assessment styles, in the student voice and student representation and in the school community and societies.

Admissions

We support and encourage applications from students from the broadest possible range of backgrounds. The admissions team look for interest and passion for the subject as much as creative skills and academic achievement.

Teaching and Learning Support:

We welcome students' broad range of backgrounds, educational experiences, and prior knowledge, skills and interests, and value the creative contribution these bring to their design work. Furthermore, students can engage with their own perspectives through the history and theory dissertation module.

We are actively broadening our reading lists and curricula, particularly in the history and theory subject areas, and are making efforts to ensure that Design Studio teaching embraces the wealth of London's cultural diversity.

Architecture and design courses typically have higher than average rates of dyslexia among students and staff, and we are familiar with the types of support students may need. The Disability Learning Support team provide advice and guidance, too, and we work closely with them to modify assessments and teaching formats to better meet the needs of our diverse student body. The laptop loan scheme, peer mentoring and peer support for learning are schemes which are already well established in the school.

Assessment

To promote inclusivity, we use a range of assessment styles and techniques, and assess a broad range of skills and knowledge. Panopto is used to record lectures wherever possible, and class materials are shared on Blackboard in advance of class and remain available afterwards. Teamwork and collaboration is a feature of our teaching and students are encouraged to engage in discussions and to learn from one another in a supportive campus environment and online. Assessments are 'authentic' wherever possible, too, meaning they model real-world examples and test skills and knowledge useful in the working environment. Feedback and marks are provided after each assessment and offer constructive criticism and advice on ways to improve.

Preparing students for graduate employment

The Preparation for Practice module, and our employability sessions support students' access to professional networks and into employment, and recognises professional bodies aims in nurturing a more diversity and inclusive industry.

Assessment methods

The course offers a variety of assessment to students which aim to provide students with formative and summative feedback in the various stages of their academic and professional development. Assessment methods vary from module to module, specific requirements being contained in the Handbook.

Assessment of design studio based modules is undertaken using a wide range of established methods including critical reviews or 'crits' (formative assessment) and Portfolio Reviews (summative assessment). For all the other taught and laboratory based modules there is additional coursework in the form of written and/or illustrated texts such as technical reports (including laboratory reports), essays, journals, technical diaries, sketchbooks, logbooks and letters. Some coursework will take the form of fabricated artefacts, scaled models and prototypes. There are no formal class tests or written examinations; all assessment is through coursework submission. Parity of grading is ensured by double marking of written submissions. Module Leader and key design staff is in attendance at the Portfolio Review when the work of individual students is scrutinised and grades awarded. Grades are ratified by a panel of External Examiners at the end of the academic year. In design projects, students learn to conceptualise, make proposals and evaluate them against module assessment criteria. Studio tutors give guidance on how these are understood in the context of a Studio design project. By the end of Third Year (Level 6), students are required to integrate knowledge and skills learned in the lecture-based courses into concurrent design projects.

Students are also expected to carefully plan their time and study with increasing independence as the Programme unfolds. Studio Supervisors are familiar with the work of all Studios across the Programme, variations in content and complexity between sites and briefs being carefully monitored and evaluated. All Studio Supervisors are required to attend Portfolio Reviews and subsequent grading sessions.

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Undergraduate students study 120 credits per year. Course structures can be subject to change each academic year following feedback from a variety of sources.

Modules are described as:

- **Core** modules are compulsory and must be undertaken by all students on the course.
- **Option** modules give you a choice of modules and are normally related to your subject area.
- **Electives**: are modules from across the either the whole University or your College. Such modules allow you to broaden your academic experience. For example, where electives are indicated you may choose to commence the study of a foreign language alongside your course modules (and take this through to the final year), thereby adding further value to your degree.
- Additional information may also be included above each level for example where you must choose one of two specific modules.

Modules

Level 4

Course specific regulations

Condoned Credit at Level 4

As a result of course specific regulations, condoned credit as detailed in Section 17 of the University regulations, is not available to students at Level 4 on this course.

Please note condoned credit is not available, University-wide, at Levels 5 and 6.

Progression

To progress from Level 4 to Level 5, a student must pass all core modules at Level 4 (120 credits).

Module Code	Module Title	Status	UK credit	ECTS
4ARCH008W	CC1: A History of Architecture	Core	20	10
4ARCH013W	DES1A: Introduction to Design and Skills	Core	20	10
4ARCH011W	DES1B: Design Project	Core	40	20
4AEVD001W	Environmental Design and Principles of Building Physics	Core	20	10
4ARCH014W	PS1: Introduction to Design Practice	Core	20	10

Level 5

Course specific regulations:

Progression

To progress from Level 5 to Level 6 full-time study, a student must pass all core modules at Level 5 (120 credits)

Module Code	Module Title	Status	UK credit	ECTS
5ARCH006W	CC2: Architectural History & Urbanism	Core	20	10
5AEVD006W	Climate, Energy and Architecture	Core	20	10
5AEVD001W	Design in Cities	Core	20	10
5AEVD003W	Designing in Extreme Climatic Conditions	Core	20	10
5AEVD002W	Material studies and Environmental Design	Core	20	10
5AEVD004W	Zero-plus Energy Buildings	Core	20	10

Additional Year

Module Code	Module Title	Status	UK credit	ECTS
5ARCH016W	Architecture and Environmental Design Placement Year	Option	120	60

Level 6

Module Code	Module Title	Status	UK credit	ECTS
6AEVD001W	CC3: Architecture, Climate Change and the Planetary Emergency	Core	20	10
6AEVD004W	Environmental and Energy Performance	Core	20	10
6AEVD002W	Final Thesis Project	Core	40	20
6AEVD005W	Professional Practice	Core	20	10
6AEVD003W	Prototype Fabrication and Testing	Core	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

The BA Hons Architecture has been put forward for validation by RIBA (Part I) and prescription by ARB on a yet to be confirmed annual cycle with annual monitoring.

This means that the students will obtain, on successful completion of the course and successful validation by the professional bodies, a RIBA Part I professional accreditation.

Course management

The management structure supporting the course is as follows:

- The Module Leaders are responsible for coordinating personal tutoring; general teaching and learning issues; student induction and orientation.
- The Course Leader is responsible for coordinating the overall management of the course, the development of the curriculum; admissions and marketing.
- The Head of School holds overall responsibility for the course, and for the other courses offered by the Department of Architecture.
- The Head of College holds overall responsibility for the Schools within the College.
- The Head of Personal Tutoring is responsible for coordinating the provision of pastoral care.

Academic regulations

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

Course specific regulations apply to some courses.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, 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©