Programme Specification

Course record information

Name and level of final award	- Bachelor of Arts with Honours - Games Art - Bachelor of Arts with Honours - Games Art with Professional Experience - Bachelor of Arts with Honours - Games Art with International Experience The award is Bologna FQ-EHEA first cycle degree or diploma compatible
Name and level of intermediate awards	- Bachelor of Arts (BA) - Games Art - Diploma of Higher Education (Dip HE) - Games Art - Certificate of Higher Education (CertHE) - Games Art
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Harrow
Language of delivery and assessment	English
QAA subject benchmarking group(s)	[ART AND DESIGN](#)
Professional statutory or regulatory body	
Westminster course title, mode of attendance and standard length	Games Art BA, Full-time, September start - 3 years standard length with an optional year abroad or placement
Valid for cohorts	From 2024/5

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 aims to provide students with creative and technical knowledge and understanding of games art, and with the skills needed to design games art assets and game environments. It will also help you develop a critical appraisal of games art and its role in games design. The course will help you prepare for a career in creating games characters and

assets; games narrative; games world layout; or games user experience design and implementation. We will help you plan your career development and develop your entrepreneurial skills.

We aim to provide a fluid, high energy, experimental studio environment and creative hub for the development and production of games art assets. Students will engage with learning that is directly industry related, and will collaborate in multidisciplinary teams working on projects that question and challenge the current cultures and contexts for games. You will have the opportunity to work closely with students in our 'sister' course the BSc Computer Games Development, which is embedded in our School of Computer Science and Engineering, to take part in industry projects and competitions such as game jams. You will seek new approaches and audiences that have global reach, reflect on equality diversity and inclusion within games, and will embrace emerging developments in technologies and industry in this highly creative and enterprising field of the arts. The course will explore both established and emerging industries that use games for entertainment and for social enhancement (e.g. education games).

You will graduate with teamwork, creative and technical skills, ready to be global players in this field that crosses perceived and actual cultural and geographic divides.

Aims

- Ensure you have the tools, skills and knowledge to create assets within a games pipeline, reflecting the way games artists work in a typical games development industry context.

- Support you in becoming highly skilled and effective in the use of software, as you will be working principally in a digital environment.

- Enable you to develop a broad range of relevant transferable skills and approaches, and support the creative exploration of existing and emerging real time games art and visualisation technologies.

- Foster your independence and confidence in identifying and developing your personal and professional games art and games design trajectories.

- Provide an open and supportive creative environment that promotes research, speculative creative exploration in the context of games art and games design practice and theory including games visual asset creation, common games development software, in both individual and collaborative project work and enquiry.

- Create a reflective studio culture that understands games art and games design as a diverse and socially engaged practice, informing and contributing to how we understand the world across multiple contexts.

- Provide an environment where knowledge and critical thinking is contextualised and integrated within practice, promoting independent thought and informed practical exploration and development.

- Support you to develop a career plan and entrepreneurial skills.

Equality, Diversity and Inclusion

The course has been designed and developed with Equality, Inclusion and Diversity at its heart, and reflects the University's commitment to EDI and its Black Lives Matter commitment: https://www.westminster.ac.uk/currentstudents/news/university-of-westminster-publishes-black-lives-matter-commitment-plan.

The course offers you diverse reading and learning materials, which engage with a wide range of games art and games design within the context of multiple cultures and communities. We also use real world examples, live brief projects and invited speakers who are representative of the diverse community in which we are working. Our assessments are designed to be accessible and authentic, making them achievable and relevant for students of all backgrounds, and representative of the global context. This focus is in line with many of the major industry players in games art and design, who are undertaking actions to improve in these areas, and are looking for new employees who can help them to address issues of exclusion and stereotypes.

The programme has been designed to reflect the growing number of young women and those AFAB (assigned female at birth) who are entering the STEAM (science, technology, engineering, arts and maths) workforce, where technical skills combine with arts subjects. The programme's focus on equality, diversity and inclusion, as articulated here and in the module pro forma documents, will allow students from all backgrounds and genders to engage meaningfully and reflect their true selves in their work. Module sessions will include spaces to challenge and re-imagine gender and other stereotyping.

The module documents outline more granular ways in which this is embedded in your learning; for example when developing game character art in your second year, you will first consider representations of characters in games, and the socio-cultural impact of these representations. This will enable you to reflect on why and how you create games characters, and the societal impact of your choices.

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.

Employability and enterprise are embedded in the curriculum. You will study designated work-based learning modules in each year, offering the experience of cross-disciplinary teamwork on enterprise projects. Work experience is offered in the first and second year of study. Your final year focuses on self-promotion and further development of employability skills, creating an online presence and making networking contacts with potential employers significantly working with the Westminster Enterprise Network.

In your first year (level 4), you will take four core modules that are designed to help you develop the core skills you will need as you progress through the course, and then in the workplace. These skills are grouped under three themes: understanding and critiquing briefs; developing your creative voice and technical skills; and demonstrating you can work in multidisciplinary teams.

At Level 5 (your second year), the Collaborative Practice module gives you the opportunity to work in multi-disciplinary teams on live industry briefs and/or competitions. This will give you an understanding of how games artists work alongside others in industry.

In your final year you focus on your own unique creative voice, developing a significant piece of games art for your portfolio in the Major Project. You will also continue your employability journey through the Professional Practice module, which helps you showcase your work as you start to look for employment within the games and related creative industries.

The course has membership of The Independent Game Developers Association Limited ("TIGA") which gives students on this course the opportunity to enter relevant categories of the TIGA Games Industry Awards and TIGA UK Games Education Awards categories; as well as the opportunity to access membership only event(s). These activities will help students develop their employability and their visibility to potential employers / clients. Where appropriate (including but not limited to the Major Project), students will be encouraged to enter their assessed coursework into the TIGA awards.

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. London and the surrounding area are also at the heart of the UK Game Development industry with 886 developers and publishers in Greater London alone (here). This hub of game development will offer many opportunities for invited speakers, internships and graduate employment.

The course team work closely with the award-winning Westminster Enterprise Network ([here](#)), which offers support to:

- explore opportunities and networks

- develop ideas and skills

- build experience

- accelerate business ideas and careers

You will also have the opportunity to take an additional year between Levels 5 and 6 (second and third year) to spend on professional experience or international experience. The international experience (study abroad) year offers one or two semesters studying at one of our overseas partner Universities. This is both an exciting experience and also one that helps you to develop the global outlook by employers. The professional experience (placement) year is planned in partnership with the Westminster Work Based Learning team. Upon completing a degree course, our graduates will be prepared to work as artists in the games industry or any other real-time visualisation industry. Graduates will be able to work as a:

- Generalist Games Artist

- Environment/Prop Artist

- Character Artist
- Concept Artist
- Technical Artist
- VFX/Lighting Artist
- UX/UI Artist

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:

- LO 4.1 Explore the many roles that game artists/designers perform in the life cycle of a game from initial concepts to post-production. (KU GA KTS CS)
- LO 4.2 Develop knowledge, technical skills and understanding of key stages within the game production pipeline from pre- to post-production. (KU GA PPP KTS SS CS)
- LO 4.3 Demonstrate a visual inquiry and engagement with industries and applications for game art and game design. (KU GA PPP)
- LO 4.4 Demonstrate the use of core 3D and 2D processes by creating and texturing a 3D game asset from a given brief, then importing it into a game engine. (KU SS)
- LO 4.5 Demonstrate knowledge of using a game engine and game development processes by developing an interactive and playable scene. (KU KTS SS CS)
- LO 4.6 Develop knowledge and understanding of the game designer role through the design and implementation of game mechanics. (KU GA PPP KTS CS)
- LO 4.7 Research, discuss and reflect on game development in the context of historic/intercultural and international practices and content creation with a focus on inclusive design and end-user experience. (KU GA PPP KTS CS)
- LO 4.8 Visually create concepts for specific assets within a game narrative, with consideration to audiences and global issues. (KU GA PPP SS)
- LO 4.9 Demonstrate the complete cycle of game level creation from initial design to creating game ready assets, then populating those assets effectively within a game engine using tools and skills learned. (KU GA PPP KTS)

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

- LO 5.1 Participate creatively and demonstrate teamwork skills through joint/group activities such as competitions and live briefs. (PPP KTS)
- LO 5.2 Engage in critical inquiry, discussion and analysis of game art and design in context with historic/intercultural and international practices and content creation with a focus on inclusive design and end-user experience. (KU GA PPP KTS)
- LO 5.3 Contextualise knowledge, skills and understanding of game art/design to current industry applications and contexts to inform and develop relevant employability skills and strategies for future work experience, employment and individual enterprise. (KU GA PPP KTS)
- LO 5.4 Explore various tools and techniques used in the creation of textures, materials, and shaders for the effective development of games art assets. (KU PPP SS)
- LO 5.5 Produce concept art as part of the game development process, and use this to create the concepts for a game asset. (GA PPP KTS SS)
- LO 5.6 Develop a range of effective game assets that employ knowledge of technical processes and hybrid skillsets within the context of the game art pipeline. (KU GA PPP KTS SS CS)

- LO 5.7 Demonstrate the role of a technical artist and a VFX artist by documenting how and why these skills are deployed and apply these skills to the creation of a level. (KU GA PPP KTS SS)

- LO 5.8 Consider the ethical impact of contemporary technologies applied to game art upon and within culture and communities globally and locally. (KU GA KTS CS)

- LO 5.9 Demonstrate the development of a playable game character, from creating a 3D model, to rigging, and then bringing into a game engine. (KU PPP KTS SS)

Additional Year course learning outcomes: upon completion of Additional Year you will be able to:

- LO E.1 Reflect and discuss in depth, cultural and intercultural experience from living and studying abroad (KU GA PPP KTS)

- LO E.2 Synthesise ideas, influences and observations informed by living and studying abroad in the development of critical inquiry, research and practice (KU PPP KTS)

- LO P.1 Identify and evaluate professional contexts for game development practice in the game development industry or specialist design fields (KU GA PPP)

- LO P.2 Undertake a sustained period of professional work experience as a work-placement and use the knowledge and skills gained to inform and enhance professional strategies and learning for future employment and enterprise on graduation (KU GA PPP KTS)

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

- LO 6.1 Demonstrate conceptual and technically complex skills and understanding of creative technologies employed across hybrid platforms and software applications in the development and production of games. (KU GA PPP KTS SS CS)

- LO 6.2 Undertake in-depth research and produce a critical written text that considers the ethical, political, social and ecological contexts and conditions of games in contemporary culture and society. (KU GA PPP KTS CS)

- LO 6.3 Identify and apply advanced game art/design knowledge and skills to a specific role within a team project. (KU SS)

- LO 6.4 Set your own criteria for developing professional and interpersonal networking and communication, and to explore the opportunities for employment or further study. (GA PPP)

- LO 6.5 Demonstrate a consolidated and advanced awareness of your personal games art/design skills and experiences, in relation to your future within the games development pipeline or other creative practice. (PPP)

- LO 6.6 Evidence considered and advanced awareness and understanding of the game art/design pipelines. (KU GA PPP KTS SS)

How will you learn?

Learning methods

Learning methods

Located at the Harrow Campus, you will work in specialised facilities including the Games Hub and Emerging Media Space, as well as in our design studios linked with Illustration, Graphic Design, and Animation. Through projects, lectures and workshops you will be introduced to the framework, routes and roles of a games artist and various aspects of games art. Key to working on this course is collaborative engagement. Game jams, and the production of games assets within the framework of a pre-determined games design initiative, replicate the fields of creative practice you will work in professionally. We call this 'authentic learning', meaning that your learning experience prepares you for the world of work by echoing the way people work in the games art industry.

You will work both independently and collaboratively in project teams, to develop and produce games art assets. We foster individual creative growth and development, helping you find your own specialised area of practice and expertise within the game industry, that could include practitioner, technical producer, project manager, concept designer, concept illustrator etc.

Learning activities include project-based and studio work, talks from industry professionals working in the field, lectures, briefings and seminars. The course offers a fusion approach to learning, where practical work is contextualised and informed through research, theoretical and cultural discussion. You will undertake critical analysis of the challenges and problems that face contemporary games art and games design, in the context of wider cultural and community contexts and environments.

Course based collaboration and inter-disciplinary collaboration is embedded into module briefs and extracurricular projects, as well as competitions such as game jams. As part of your studies, you will have the opportunity to apply for internships and for international placements at partner institutes.

Skills that will be taught include: concept art, games asset and environment creation, games character creation, games user interface design, critical review, presentation and pitching, project planning and management, collaboration and teamwork. You will learn these skills through the lectures, workshops, studio sessions and other classes you attend.

You will be expected to use your independent study time to practice and refine these skills, as well as to undertake reading, research and other preparation for classes, and to work on your assessed coursework.
To reflect the diverse nature of professional game development, where skilled professionals from different disciplines work collaboratively together, the Games Art BA has embedded collaboration with students on other courses such as Graphic Design, Illustration, and Animation. Through this inter-disciplinary collaboration students will gain valuable experience of working in unison with colleagues from different fields, which is central to professional game development.

Some projects will expect individual submissions and will focus solely on the students' own ideas and aesthetic voice, while other projects will require teamwork and the submission of work that demonstrates the group's ability to work collaboratively and deliver outputs. Some projects are self-initiated while others will respond to briefs that emulate work in the game design and development industry, or are live projects set by industry practitioners. Other projects may include entries for national or international student competitions and awards such as CONTRADO (https://www.contrado.co.uk/blog/art-competitions-forstudents/), Creative Conscience Awards (https://www.creative-conscience.org.uk/awards/), and Global Game Jam (https://globalgamejam.org/).

Teaching methods

You will be taught by tutors who have both academic and professional experience in the field of computer games, games art, concept illustration, animation and film. You will have lectures from professionals in the field, and specific technical training from those with a deep knowledge and experience of contemporary games technologies and methodologies. The course team will provide technical support and a wide range of online tutorials for all technical programmes taught. Modules provide fusion learning combining theory and practice, so that your critical studies have a direct relationship to your practical production.

Teaching takes the form of tutorial group discussions, seminars, lectures, workshops, technical training sessions, work reviews, game jams, and briefings. Teaching at University level is designed to support and signpost knowledge with a significant proportion of your learning being self-initiated and managed by you. Each module pro forma identifies the number of taught hours you can expect on a module and the form of these taught hours. Most teaching is delivered face-to-face, and our online learning environment Blackboard enhances your learning through capturing key teaching resources. Where the module pro forma identifies hours for online teaching, this will usually take the form of a pre-recorded lecture, or an invitation for you to share work in an online space (e.g. a Padlet) and peer review the work of other students in your class.

Games Art modules offer subject-specific understanding and skills, and consider design in real-time environments, such as user experience, 2D and 3D art, character art, engagement and narrative. You can create your own pathway through the course via your choice of optional modules and electives. Some modules on the Games Art BA are shared with other game and visual communications students, to accommodate a collaborative, cross-disciplinary approach. The option choice modules expand the curriculum further into specialist areas including drawing, visual effects, sequential design and messaging, and mixed realities.The programme includes Work Based Learning modules and placements, projects and events.

Assessment methods

The course offers authentic assessment, which allows students both to work on industry projects (or projects that authentically simulate the workplace) and also to tailor your work according to your own interests and perspective.

The assessments on this course are designed to equip you with the core skills you will need as you progress through the course, and then in the workplace. These skills are grouped under three themes: understanding and critiquing briefs; developing your creative voice and technical skills; and demonstrating you can work in multidisciplinary teams.

Starting from your first module (3D Asset Creation), by completing your assessments you will develop a portfolio of work that you can use to showcase your technical skills and your creative voice to potential employers or clients, alongside demonstrating your ability to interpret a brief. Specific employability modules will help you to present this portfolio of work strategically to progress your career. And the assessments you undertake working with students on the Animation, Illustration and Graphic Design courses will develop your multidisciplinary teamwork skills and your understanding of the games development pipeline.

In this way, your assessments are designed to be 'authentic'; that is, they help prepare you for the workplace and are either industry-facing or inspired by real workplace scenarios and problems.

Assessments on the course support self and peer evaluation, critical reflection and provide strategies to further develop your knowledge, skills and understanding to meet the learning outcomes for the assessments in that module. The form of assessments varies and can include the submission of practical work as digital documents, peer work review, solo and group presentation, or written assignments including essays, blogs, reports, written critiques, project proposals and reflective summary reports. Many submissions include a reflective summary report for you to evaluate your own learning on the submitted assignment, or to consider the equality diversity and inclusion aspects of the work.

All assignments are submitted through our online learning platform Blackboard.

Formative assessment will take the form of verbal feedback through tutorials, studio work and games jams reviews and discussion, seminars and group / peer evaluation and comment. Formative assessment is not marked but used as a time of evaluation and reflection to plan further development of your work leading to the marked summative assessments.

Summative assessment includes a mark, and clear feedback aligned to the assessment criteria that are set out in your module handbook or module pro forma, and the accompanying module rubric that enables you to see to what level you have accomplished each assessment criteria.

All marking criteria on this course are based upon the University outcome classification descriptors as laid out in Appendix C of the Student Regulation Handbook: https://www.westminster.ac.uk/current-students/guides-and-policies/academic-matters/academic-regulations.

Grade descriptors are a framework and will not provide mutually exclusive criteria for each grade band. The final grade will be a matter of academic judgement. Module handbooks and module sites on the VLE contain specific assessment criteria for the module which are informed by the university grade descriptors.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	LO 4.1, LO 4.2, LO 4.3, LO 4.4, LO 4.5, LO 4.6, LO 4.7, LO 4.8, LO 4.9, LO 5.1, LO 5.2, LO 5.4, LO 5.5, LO 5.6, LO 5.7, LO 5.8, LO 5.9, LO 6.1, LO 6.2, LO 6.3, LO 6.6
Literate and effective communicator	LO 4.1, LO 4.2, LO 4.3, LO 4.4, LO 4.5, LO 4.6, LO 4.7, LO 4.8, LO 4.9, LO 5.2, LO 5.4, LO 5.6, LO 5.7, LO 5.8, LO 6.1, LO 6.2, LO 6.4, LO 6.6, LO E.1
Entrepreneurial	LO 4.3, LO 5.1, LO 5.2, LO 5.3, LO 6.1, LO 6.4, LO 6.5, LO 6.6
Global in outlook and engaged in communities	LO 4.3, LO 4.5, LO 4.7, LO 4.8, LO 5.2, LO 5.3, LO 5.8, LO 6.1, LO 6.2, LO 6.3, LO 6.6, LO E.1
Socially, ethically and environmentally aware	LO 4.3, LO 4.7, LO 4.8, LO 5.2, LO 5.3, LO 5.8, LO 6.1, LO 6.2, LO 6.6, LO E.1

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

Module Code	Module Title	Status	UK credit	ECTS
4CCGD008W	2D Game Development	Core	20	10
4CCGD007W	3D Asset Creation	Core	20	10
4ILLU005W	Creative Technology and Design	Core	20	10
4CCGD010W	Environment Art and Design	Core	20	10
4CCGD009W	Game Engines and Mechanics	Core	20	10
4ANIM009W	2D Computer Animation	Option	20	10
4ILLU003W	Drawing Explorations	Option	20	10
4GPDS003W	Typography	Option	20	10
		Elective	20	10

Level 5

Module Code	Module Title	Status	UK credit	ECTS
5CCGD016W	3D World Creation	Core	20	10
5CCGD014W	Character Design and Development	Core	20	10
5ILLU011W	Collaborative Practice	Core	20	10
5ILLU015W	Concepting for Games	Core	20	10
5ILLU014W	Visual Storytelling	Option	20	10
5GPDS008W	Brands	Option	20	10
5GPDS010W	Extended Reality for Creatives	Option	20	10
5GPDS009W	UX/UI Design	Option	20	10
5ANIM008W	VFX for Film and Games	Option	20	10
5MECM009W	Web Design	Option	20	10
		Elective	20	10

Additional Year

Module Code	Module Title	Status	UK credit	ECTS
5GPDS011W	Extended Work Placement (Visual Media)	Option	120	60
5GPDS012W	Study Abroad (Visual Media)	Option	120	60

Level 6

Module Code	Module Title	Status	UK credit	ECTS
6CCGD014W	Games Portfolio	Core	20	10
6CCGD012W	Major Project (Games)	Core	40	20
6ILLU001W	Professional Practice	Core	20	10
6ILLU004W	Contextual Research Project	Option	20	10
6ILLU007W	Designing Narrative Experiences	Option	20	10
6GPDS007W	Digital Arts Experimentation	Option	20	10
6GPDS008W	Entrepreneurship for Creatives	Option	20	10
		Elective	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 course has membership of The Independent Game Developers Association Limited ("**TIGA**") which gives students on this course the opportunity to enter relevant categories of the TIGA Games Industry Awards and TIGA UK Games Education Awards categories; as well as the opportunity to access membership only event(s). These activities will help students develop their employability and their visibility to potential employers / clients. Where appropriate (including but not limited to the Final Project), students will be encouraged to enter their assessed coursework into the TIGA awards.

Course management

The BA Games Art is hosted by the Design, Creative and Digital Industries College. The management structure supporting the course is as follows.

The Course Leader is responsible for the day-to-day running and overall management of the course and development of the curriculum. Specifically, the course leader is responsible for:

- Admissions
- Approving students' programme of study
- Organising tutorials, supervisory support, and pastoral care
- Coordinating dissertation and professional project supervision
- Coordinating marks for assessment boards
- General management of the course.

Module leaders oversee the delivery of all aspects of the module(s) they are responsible for. They consult students on matters relevant to their module.

Management: The Head of College and holds overall responsibility for all courses run by the College.

The Head of Westminster School of Media and Communication is where the BA Games Art sits, with other Creative Technology and Design BA Programmes.

Academic regulations

The current Handbook of Academic Regulations is available at westminster.ac.uk/academic-regulations.

Course specific regulations apply to some courses.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Campus Registry. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments. Further information on the Academic Learning Development Centre can be found at westminster.ac.uk/academic-learning-development.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students1 can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught in their College. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services

The University of Westminster Student and Academic Services department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. Further information on the advice available to students can be found at https://www.westminster.ac.uk/student-advice

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at https://www.westminster.ac.uk/students-union

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

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from the University, academic(s) from another university. a representative from industry and a Student Advisor.

The course is also monitored each year by the College to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the evidence of student surveys, student progression and achievement and reports from external examiners, in order to evaluate the effectiveness of the course and make changes where necessary.

A Course revalidation takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with revalidation panels to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess how the course has been running.

How do we act on student feedback?

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through student engagement activities at Course/Module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.
- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.;
- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.
- Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.