

Course record information

Name and level of final award	<ul style="list-style-type: none"> • Bachelor of Arts with Honours - Interior Architecture • Bachelor of Arts with Honours - Interior Architecture 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 Arts (BA) - Interior Architecture • Diploma of Higher Education (Dip HE) - Interior Architecture • Certificate of Higher Education (CertHE) - Interior Architecture
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 Statements for Art and Design 2019 and Architecture 2020
Professional statutory or regulatory body	N/A
Westminster course title, mode of attendance and standard length	<ul style="list-style-type: none"> • BA Interior Architecture 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

Interior Architecture is a distinct and separate discipline from Architecture. Situated within the School of Architecture and Cities, the BA Interior Architecture course sets a balancing act between place-making and experience design, ranging from the scale of the building to that of its interior components and the interiorities of the dynamic urban context within which we operate. The course focuses on the creation of innovative and thought-provoking interior solutions through the adaptation and spatial manipulation of existing buildings, old and new. It is concerned with how complex interior environments are brought together to be reimagined, and inhabited, and as such, it embeds issues of sustainability, as well as the critical ability to respond appropriately to a given context.

Inter-disciplinary in its outlook, BA Interior Architecture encourages students to experiment and innovate by working with multidisciplinary and traditional design practices and equips graduates with the practical skills and theoretical knowledge required to pursue a career in design-related fields or further awards in tertiary education.

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.

London offers unrivalled opportunities for students seeking full and part-time employment in the field. As an intrinsic part of the Interior Practices module, students prepare for their transition from academia to the professional field of spatial design, interiors, and architecture as they meet practitioners and gain direct experience in professional practice. Students prepare their personal profiles to promote employability while developing the critical awareness of positioning their work in relation to their own future career or study aspirations. The course runs a dedicated lecture series with relevant practitioners and industry professionals, while students regularly present their work to guest critics from practice. As part of the Interior Practices module we run short, intensive employability events that include visits to a wide range of architecture and design practices, CV workshops, 'speed dating' mock interviews, as well as alumni evenings during which students can network with professionals who graduated through the same course. All the above have proved to be an extremely valuable enhancement to the course, as our students make useful professional contacts that have led to employment opportunities.

Upon successful completion of the course, students gain an award following which, they may consider one of the following options for academic and/or professional advancement:

- Direct progress to further academic studies at a master's level in a specialised field.
- Employment in allied fields of design and architecture.
- The Career Development Centre offers guidance and job opportunity notices to graduates.

The Interior Architecture BA Honours aims to create graduates who are;

Creative and critical thinkers:

Creative and critical thinking is embodied in the creative skills that are central to design. The Interior Architecture graduate is able to:

- Contribute to the collaborative practice of design.
- Respond creatively to problematic scenarios and has the creative capacities to develop new approaches to resolving practical problems and scenarios using conceptual level thinking.
- Use a critical thinking approach to guide creative practice, grounding design synthesis in analysis and evaluation.

How is this learned?

- Design is an iterative, process shifting dynamically along with a range of creative and critical actions from initial research through to synthesis and vice versa. The design process initiates and guides continuous activities of self-directed learning and knowledge acquisition. Design is learned through practicing and is central to Design Studio.
- Learning to design involves the development of both intuitive and rational analytical skills, combining creative and critical thinking. It involves the simultaneous resolution of multi-dimensional criteria through a conceptual level approach.
- Presentations and crits are opportunities for reflexive thinking on the creative and critical process of design itself.

Literate and effective communicators:

The capacity to represent and communicate design ideas and proposals is key to the practice of Interior Architecture. The graduate:

- Communicates architectural proposals using a variety of representational techniques informed both by current and emerging methodologies.
- Shares architectural ideas and approaches through oral and written forms in a range of contexts from colleagues and collaborators through to formal presentation scenarios.

How is this learned?

- Visual presentations supported by oral communication are key elements of learning in design studio modules. Formative assessments may involve the explication of developing design coursework within an exploratory mode of learning to make and receive judgments, or the presentation of completed design proposals in formats that emulate professional practice contexts.
- The cultural context elements of the course develop capacities to communicate through dialogue, oral presentation, and critical writing.

Entrepreneurial:

The practice of Interior Architecture reflects many characteristics of entrepreneurship. The graduate:

- Understands the value of creative thinking as part of a resourceful approach to initiating, identifying, and responding to practical opportunities.
- Evaluates their skills and abilities and suitability for roles through reflexive practice capacities.
- Understands the complexity of developing ideas through to realization.

How is this learned?

- Design Studio encourages students to develop creative and inventive approaches grounded in personal investment and values.
- The value of knowledge and skills and the motivation for gaining them are understood in the context of practical action and professional practice.
- Design is taught in small studio groups that encourage open-ended learning and student-initiated opportunities.

Global in outlook and engaged in communities:

The graduate:

- Is aware of the global context of Interior Architectural practice and design traditions.
- Has a developed understanding of the professional community of architecture and the opportunities for engagement within it.
- Understands the importance of cultural values and diversity and is able to apply creative and critical approaches to engaging with users and community contexts.

How is this learned?

- Project-based learning requires engagement through research with users and community contexts, often directly through first-hand contacts, research, and participation in live projects.
- Interior Architecture is grounded in a global knowledge base encompassing histories, technologies, and traditions; the ideas and approaches that flow from them are vital to architectural practice. Students develop a familiarity with this context throughout the course and through their own developing design practice.
- Field trips and formal exchange programmes give students the opportunity to directly experience the wider community of architecture, its built heritage, and current endeavours.
- The diversity of our architecture student community is reflected in the range of values and approaches to their research and work.

Socially, ethically, and environmentally aware

The graduate:

- Understands their ethical responsibilities and is aware of the current professional codes of conduct and is able to relate them to the practice of Interior Architecture.
- Is aware of the environmental impact of design decisions and is able to identify and implement processes to achieve ecologically sustainable designs.
- Understands the social responsibilities of architectural practice and the role it can play in supporting social change.

How is this learned?

- Engagement with professional practice during the course introduces students to the ethical and professional codes of conduct.
- Design studio challenges students to consider the social, cultural, and environmental impact of their design practice and teaches them to learn how to appraise approaches and decisions.

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 Describe the purpose, underlying concepts, and principles of design practice, and identify opportunities to engage with the professional field of Interior Architecture. (KU)
- L4.2 Conceive, develop, and resolve spatial design proposals that respond to an existing context and to human, aesthetic, and cultural requirements, and that involve experimentation as part of the design process. (PPP)
- L4.3 Investigate and identify the structural, material, and technological issues associated with working in existing buildings. (KU)
- L4.4 Investigate, collect, critically analyse and discuss information from a variety of sources to inform design proposals. (KTS)
- L4.5 Present design ideas, proposals, and supporting information clearly and effectively in a range of verbal, visual, and written media following guided frameworks. (GA KTS)
- L4.6 Work with some autonomy within defined guidelines and take responsibility for one's own work, collaborative roles, and explore one's academic interests within the context of study, and extra-curricular opportunities. (GA PPP)
- L4.7 Compare and contrast historical architectural theories and propositions, and use basic research skills to analyse architecture from an environmental and cultural practices perspective. (KU)

- L4.8 Explain the importance of addressing environmental, social, and ethical values in design proposals to enrich the quality of life and longevity of the design. (KU KTS)

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

- L5.1 Compare the range of roles undertaken by designers in the field and relate them to one's own professional interests, future study, and career plans. (KU)
- L5.2 Conceive, develop and resolve spatial design proposals that respond to an existing context, human, aesthetic, and cultural requirements, and appraise design experimentation as part of the development. (GA PPP)
- L5.3 Assess and propose an inventive overall approach informed by technologies, materials, and structural aspects as appropriate to the disciplinary context. (KU GA PPP)
- L5.4 Investigate and critically analyse information from a variety of qualitative and quantitative sources, and assess their value to inform a number of possible propositions. (KTS)
- L5.5 Present design ideas, proposals, arguments, and supporting information clearly and effectively in a range of verbal, visual, and written media, both traditional and emerging. (GA PPP KTS)
- L5.6 Work effectively, both individually and collaboratively, synthetically and reflectively, and be responsible for one's own work and learning. (GA PPP)
- L5.7 Examine evidence and arguments from contemporary issues in architectural history and use research and critical writing techniques to develop an area of potential research within the field of architectural history and urbanism, landscape, and interiors. (KU)
- L5.8 Assess and appraise environmental, social, and ethical values as part of the creation of design proposals, addressing the interaction of humans with their interior environments to enrich the quality of life and longevity of the design. (PPP KTS)

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

- L6.1 Develop a systematic and critical understanding of the wider professional context, outline the role of the designer in practice and procurement of design proposals, and plan for graduate employment in the field. (KU)
- L6.2 Conceive, develop and resolve spatial design proposals that respond to an existing context, human, aesthetic, cultural requirements, and, to the wider contextual issues appropriate to spatial design practice, driven by experimentation and innovation. (PPP)
- L6.3 Develop strategies for, and appraise choices of technologies and materials to demonstrate the ways design provides inhabitation and use in sufficient detail to illustrate the qualities of the proposed design practice. (KU)
- L6.4 Critically analyse quantitative and qualitative information from a variety of sources to enhance knowledge, frame questions, and identify a range of strategies in design projects. (KTS)
- L6.5 Develop the presentation of design ideas, proposals, arguments, and supporting information clearly and effectively in a range of verbal, visual, written, and emerging media following self-directed frameworks. (GA KTS)
- L6.6 Work effectively both synthetically and reflectively, in independent and collaborative ways, and continue to take responsibility within agreed guidelines for one's own work and learning. (GA PPP)
- L6.7 Develop an extended self-directed research enquiry on a relevant subject from the fields of architecture, urbanism, landscape, and interiors underpinned by conceptual and critical thinking. (KU)
- L6.8 Apply environmental, social, and ethical values as part of the creation of design proposals, addressing the interaction of humans with their interior environments to enrich the quality of life and longevity of the design. (PPP KTS)

How will you learn?

Learning methods

Course learning outcome	Graduate Attribute	Module
4.1	Professional Context (KU)	Modules: Studies in Design 1 & 2, Cultural Context 1
4.2	Design Practice (PPP)	Studies in Design 1 & 2
4.3	Technical Knowledge and Resolution (KU)	Studies in Design 1 & 2, Materials and Technologies for Interior Architecture
4.4	Critical Ambition and Research Skills (KTS)	Studies in Design 1 & 2
4.5	Representation and Communication (GA/KTS)	Studies in Design 1 & 2, Materials and Technologies for Interior Architecture
4.6	Agency, Responsibility, and Collaboration (GA/PPP)	All
4.7	History and cultural context (KU)	Cultural Context 1
4.8	Environmental, Social, and Ethical Awareness (KU/PPP)	Studies in Design 1 & 2, Materials and Technologies for Interior Architecture

5.1	Professional Context (KU)	Studies in Design 3 & 4
5.2	Design Practice (GA/PPP)	Studies in Design 3 & 4, Optional Modules
5.3	Technical Knowledge and Resolution (KU/GA/PPP)	Studies in Design 3 & 4
5.4	Critical Ambition and Research Skills (KTS)	Studies in Design 3 & 4, Cultural Context 2, Optional Modules
5.5	Representation and Communication (GA/PPP/KTS)	Studies in Design 3 & 4, Optional Modules
5.6	Agency, Responsibility, and Collaboration (GA/PPP)	Studies in Design 3 & 4, Optional Modules
5.7	History and cultural context (KU)	Cultural Context 2
5.8	Environmental, Social, and Ethical Awareness (KU/PPP)	Studies in Design 3 & 4
6.1	Professional Context (KU)	Studies in Design 5 & 6, Interior Practices
6.2	Design Practice (GA/PPP)	Studies in Design 5 & 6, Interior Practices
6.3	Technical Knowledge and Resolution (KU/GA/PPP)	Studies in Design 5 & 6
6.4	Critical Ambition and Research skills (KTS)	Studies in Design 5 & 6
6.5	Representation and Communication (GA/PPP/KTS)	All
6.6	Agency, Responsibility, and Collaboration (GA/PPP)	All
6.7	History and cultural context (KU)	Cultural Context 3
6.8	Environmental, Social, and Ethical Awareness (KU/PPP)	Studies in Design 5 & 6, Interior Practices

Teaching methods

Equality, Diversity, and Inclusion (EDI)

BAIA embraces a notion of intellectual community enriched and enhanced by a diversity of multiple dimensions, including ethnicity and nationality, gender and gender identity, sexuality, class, and religion. As such, promoting Equality, Diversity, and Inclusion (EDI), is situated within the core of our course ethos, curricula, methods, and programmes.

In our teaching and learning practice, a range of assessment styles and techniques are deployed to assess a broad range of skills and knowledge. Lectures are recorded wherever possible, and class material is shared on Blackboard in advance and remains available to enable students to revisit materials in their own time and space. Assessments are 'authentic' wherever possible, modelling real-world examples, testing skills and knowledge useful in the working environment as appropriate to our disciplinary context. These may take the form of project-based portfolios of coursework which may be delivered verbally (presentations) and/or in written form. Feedback and marks are provided after each assessment both verbally and in written form to offer constructive criticism and guidance on ways to improve, explaining where marks were gained and lost.

In our committed effort to improve inclusivity, and formulate effective responses, we address the fundamentals of knowledge creation and collaboration to render students able to meaningfully participate in researching, proposing, designing, and evaluating solutions according to their priorities and needs. This enables students to become more autonomous, resilient, and reflective. BAIA students are encouraged to engage in open discussions that facilitate peer-learning in a supportive and safe learning environment. We consider this a crucial practice, as only then can creative problem-solving responses designed to reduce inequality -nationally and/or globally- be truly sustainable.

BAIA students are encouraged to engage with the production of space and study of design as a contested practice. We always need respect for others, and as such an aim of our course is to increase our facility with sometimes difficult conversations that arise as we deepen our understandings of multiple perspectives - whatever our backgrounds, experience, or positions.

As part of the school's commitment to Decolonising the University, we seek to be renewing our curriculum and practices targeting different forms of coloniality that pervade the curriculum. Our Interiors-specific employability and practices sessions take an active anti-racist stance and promote a more diverse view of Interior Architecture and those who advocate for it, challenging stereotypes, offering advice, and supporting students in bridging the gap between academia and professional practice. The examples deployed in class, the authors we draw on, and the voices we amplify are diverse and considered for their anti-racist stance, as a key step towards addressing the awarding gap identified in UK universities.

We proudly stand next to our diverse student body as we believe this very diversity constitutes one of our strengths and a key factor in continuing to attract diverse applicants. Diversity features in our teaching styles, in staff and student representation, and in the wider community that constitutes the School of Architecture + Cities.

The BAIA Course Leader and Team

Learning and Teaching Methods:

The learning and the teaching of the course

- Activities across the five main areas of the programme include:

Design studio

- Design is taught through studio discussions, seminars, individual and group tutorials, and workshops, all focused on supporting students with the development of their project work. There is specialized support in the use of computers, drafting and representational techniques, and workshop equipment. Teaching is enriched with studio visits to sites, exhibitions, galleries and projects, and field trips. Critical discourse ('crits') involves discussion and feedback at interim and final stages of project work: these combine focused teaching input with formative assessment of student work.
- Students learn and progress by attending studio sessions and through developing design project work that involves learning to conceptualise, make architectural proposals and evaluate them, guided by Studio Tutors. Students learn to respond to the critical appraisal of their work in tutorials and crits (formative assessment), research and integrate ideas and knowledge gained through co-requisite modules, and peer and tutor-led studio investigations and discussions. Students are encouraged to use creative approaches supported by extensive iterative design processes using a wide range of media. The level of self-directed learning increases through the course.

Cultural Context (History, Theory, and Contemporary issues)

- Cultural Context is shared with BA (Hons) Architecture. Students are taught in lectures, seminars, and individual and group tutorials.
- Students learn by attending teaching sessions; undertaking self-directed reading, writing, and research under tutor support and guidance, and progressing with coursework set by tutors. Learning is further developed through presenting and communicating formative work and research proposals to tutors and peers, and through critically appraising the work of peers. The level of self-directed learning increases through the course.

Technical studies

- In Level 4 technical studies are taught in the Materials and Technologies for Interior Architecture module through lectures, seminars, individual and group tutorials, workshops, and technical crits that combine focused teaching input with formative assessment of student work. In Levels 5 and 6, it is taught within the design modules by technical tutors and assessed as an integral part of the design proposition.
- Students learn by attending teaching sessions; undertaking self-directed reading, making prototypes, visiting buildings and construction sites, and progressing with coursework and project work set by tutors. Investigation and independent study into areas of technical interest are undertaken with tutor support and guidance. Learning is further developed through presenting and communicating formative work and research proposals to tutors and peers, and through critically appraising the work of their peers. The level of self-directed learning increases through the course.

Preparation for Practice

- Students are taught through lectures, workshops, and presentations that combine focused teaching input with formative assessment of student work.
- Students learn by attending teaching sessions, undertaking coursework set by tutors, and through visits to design practice and industry. They progress by recording, presenting, and communicating their experience to tutors and peers. Students reflect upon their progress over the course of their studies, consider their career opportunities and prepare for graduate employment.

Optional Studies

In Level 5 students can either take an optional module specific to BAIA that includes Time-based Media and Exhibition Design or consider taking other optional modules offered across the university with approval from either their Course Leader or Year Leader.

Assessment methods

- Assessment of the student's learning at a formative stage is through crits and presentations, interim portfolio submissions, and the review of written work. Summative assessment includes final portfolio submissions, written and/or illustrated texts such as journals, diaries, reports, sketchbooks, logbooks, and letters. There are no formal class tests or written examinations; all assessment is of submitted coursework.
- The specific assessment requirements are described within the module descriptors. The relative weightings for each vary from module to module depending upon the underlying strategy and learning outcome of the module.
- At each level of the course, both tutors and internal cross markers are involved in the marking moderation process to ensure parity of grading.
- A panel of External Examiners ratifies grades at the end of the academic year.

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
4ARCH012W	Materials and Technologies for Interior Architecture	Core	20	10
4ARCH006W	Studies in Design 1: Design Fundamentals	Core	40	20
4ARCH007W	Studies in Design 2: Design Strategies	Core	40	20

Level 5

Students can choose one optional module (5ARCH008W Exhibition Design or 5ARCH007W Time-Based Media), or one elective module (Polylang or a Westminster elective).

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
5ARCH004W	Studies in Design 3: Culture and Alteration	Core	40	20
5ARCH005W	Studies in Design 4: Material and Detail	Core	40	20
5ARCH008W	Exhibition Design	Option	20	10
5ARCH007W	Time-based Media	Option	20	10
		Elective	20	10

Additional Year

Optional Placement Year

Students must pass the module to receive the award "with Professional Experience"

Module Code	Module Title	Status	UK credit	ECTS
5ARCH015W	Interior Architecture Placement Year	Option	120	60

Level 6

Module Code	Module Title	Status	UK credit	ECTS
6ARCH008W	CC3: Dissertation	Core	20	10
6ARCH007W	Interior Practices	Core	20	10
6ARCH005W	Studies in Design 5: Spatial Narratives	Core	40	20
6ARCH006W	Studies in Design 6: Thesis Project	Core	40	20

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

Although there is no professional body associated directly with the discipline of Interior Architecture, its adjacency to Architecture and architectural practice, which among others, recruit design graduates, ensures externally accepted standards are being maintained.

- In addition to this, the course is a member of Interior Educators (IE), the national subject association for all Interiors courses in the UK. IE is the national authority on Interior Education and is an advocate for the promotion and recognition of excellence and intellectual rigour within the diverse range of courses in this country. See <http://interioreducators.co.uk/>
- The course engages invited critics to attend studio critiques to promote a professional approach by students in the presentation of design work.
- External Examiners drawn from practice and academic backgrounds produce reports which are sent to QA and published on the university website.

Course management

- The day-to-day management of the course is undertaken by the Course Leader together with other senior members of the Course Team: this includes Year Leadership, Module Leadership, Personal Tutorship, Admissions, student induction, and orientation. In addition to this, a number of specialist part-time tutors are actively involved and contribute to the delivery of the programme.
- The Head of School holds overall responsibility for the course, and for all courses offered by the School of Architecture and Cities.
- The Head of College holds overall responsibility for the Schools within the College of Design, Creative, and Digital Industries.

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©