

## Course record information

|                                                                         |                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name and level of final award</b>                                    | <ul style="list-style-type: none"> <li>• Master of Arts - Immersive Media Design</li> </ul> <p>The award is Bologna FQ-EHEA second cycle degree or diploma compatible</p>                                                   |
| <b>Name and level of intermediate awards</b>                            | <ul style="list-style-type: none"> <li>• Postgraduate Diploma (Pg Dip) - Immersive Media Design</li> <li>• Postgraduate Certificate (Pg Cert) - Immersive Media Design</li> </ul>                                           |
| <b>Awarding body/institution</b>                                        | University of Westminster                                                                                                                                                                                                   |
| <b>Teaching institution</b>                                             | University of Westminster                                                                                                                                                                                                   |
| <b>Status of awarding body/institution</b>                              | Recognised Body                                                                                                                                                                                                             |
| <b>Location of delivery</b>                                             | Primary: Harrow                                                                                                                                                                                                             |
| <b>Language of delivery and assessment</b>                              | English                                                                                                                                                                                                                     |
| <b>QAA subject benchmarking group(s)</b>                                | Communication, Media, Film and Cultural Studies                                                                                                                                                                             |
| <b>Professional statutory or regulatory body</b>                        | N/A                                                                                                                                                                                                                         |
| <b>Westminster course title, mode of attendance and standard length</b> | <ul style="list-style-type: none"> <li>• Immersive Media Design, Full-time, September start - 1 year standard length</li> <li>• Immersive Media Design, Part-time day, September start - 2 years standard length</li> </ul> |
| <b>Valid for cohorts</b>                                                | From 2025/6                                                                                                                                                                                                                 |

## Additional Course Information

The MA Immersive Media Design is developed to empower creatives with the skills and knowledge needed to thrive in the burgeoning field of extended realities. As the digital landscape continues to evolve, this programme equips students to navigate, critically evaluate, and contribute to the transformative advancements in immersive technologies. The course therefore welcomes creatives with non-technical backgrounds from a broad range of disciplines, such as visual arts, graphic and media design, games, performance, theatre, film, architecture or other creative subjects, who are looking to translate their talents into the exciting realm of immersive productions. Recognising the inherently interdisciplinary nature of extended reality practices, which draw on a multitude of visual, spatial, performative, and conceptual artistic traditions, the programme aims to support learners in bridging diverse fields to create innovative immersive experiences.

## Admissions requirements

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

## Aims of the programme

Integrating critical and technical methodologies, the MA in Immersive Media Design focuses on creative media practices within the spectrum of extended reality (XR), encompassing technologies that enable immersive experiences, such as augmented reality (AR), virtual reality (VR), and mixed reality (MR). The course empowers students to actively investigate the dynamic interplay of creative and technological forces shaping the field of immersive media and their cultural contexts.

With a curriculum that combines advanced digital tools, narrative design, human-computer interaction, and professional production techniques, this course will provide students with a comprehensive understanding of the contemporary landscape of extended realities. Throughout the programme, learners will develop the conceptual and technical skills needed to create compelling immersive content and design extended reality experiences that push the boundaries of computer-mediated storytelling.

Encouraging an interdisciplinary approach to collaborations between creative practices and immersive technologies, the course is focused on equipping learners with the skills needed to develop and extend their existing creative practice through the expressive power of immersive media design. The course culture is rooted in exploratory and experimental strategies that inform the development of creative experiences and applications in augmented, extended, mixed and virtual realities, and expanded forms of immersive experience (e.g. installation, projection, sensor-based media).

This MA programme has been designed to:

- Develop specialist knowledge and technical ability in immersive media production as a foundation for future professional practice.
- Enable students at postgraduate level to develop creative ideas into extended reality experiences using relevant immersive production tools, processes, and related visual and interactive technologies.
- Encourage, through the provision of a solid foundation in critical theory and cutting-edge research in the field, the development of original extended reality artefacts that push the boundaries of immersive storytelling.
- Foster the ability to approach digital content creation, delivery, and consumption from a critical perspective, encouraging the production of immersive artefacts that consider diverse perspectives and audiences.
- Provide the opportunity to research, evaluate and respond to a specialist area within immersive media design through a large-scale independent and original creative project, informed by current research and professional standards.
- Support interdisciplinary collaboration between students' existing creative disciplines and immersive technologies for producing engaging immersive experiences.
- Underpin critical awareness of responsible design practices that foreground inclusivity, accessibility and sustainability.
- Hone skills in innovation and entrepreneurship, preparing students to lead and drive the future of immersive industry startups.

The course employs a practice-focused, research-informed approach to prepare students for careers in immersive media. It provides a solid foundation in design strategies, specialist software and hardware, and production skills for extended reality media, allowing students to build essential competencies before specialising in their chosen area. While primarily practice-based, the course also enables students to critically engage with current developments and debates in the immersive industries, supporting them with positioning and evaluating their own practice within the professional landscape.

This programme is ideal for those seeking to transition into the immersive field and for creative professionals looking to enhance or shift their careers. It equips students with the tools to advance their skills in immersive media design, fostering innovative perspectives and critical thinking for career growth.

The MA Immersive Media Design programme blends academic rigour with instruction from active researchers and practitioners, supporting students with the creation of captivating immersive content for a wide range of audiences. The course has a flexible, future-facing design that will allow it to adapt to novel technologies and design strategies as they emerge.

The extended reality field is incredibly dynamic and poised for significant growth in the coming years, hosting some of the most exciting advancements across technology and culture. This degree will position learners at the heart of this rapidly evolving landscape, encouraging active engagement with this developing field of practice.

## Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. employability

skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.

Graduates completing a University of Westminster validated degree 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
- Employability Skills & Work Placement Opportunities

The MA in Immersive Media Design programme is meticulously crafted to prepare graduates for immediate employment or further academic pursuits. Central to the course are core modules that integrate essential employability skills, with a particular emphasis on immersive media production, innovative design strategies, and professional practices in the industry. Graduates of this MA will be equipped to design cutting-edge immersive experiences across a wide range of industries, using their expertise to address complex, sector-specific challenges. As immersive technologies transform global markets, the demand for specialists in this field is rapidly growing. This course provides students with a comprehensive skill set and a diverse portfolio showcasing their creative abilities, ensuring they are well-prepared to step confidently into the professional realm.

Students that complete this MA will be well-positioned for a variety of career paths, including roles in immersive media production, experience design for virtual and augmented reality, interactive storytelling, and digital content creation. They may work in sectors such as interactive entertainment, experiential marketing, digital theatre, or interaction design, as well as in creative departments of film, television, and multimedia production. Opportunities also exist in user experience (UX) design, digital art installations, immersive exhibitions and public-facing experiences, education technology, and wellbeing sectors. Possible roles may include creative technologist, XR designer, interactive media producer, virtual reality developer, spatial computing specialist, digital designer and virtual production specialist.

Students benefit from access to industry-standard resources, including state-of-the-art immersive media production equipment and advanced multimedia studios, which support the development of cutting-edge AR and VR projects. These facilities provide a hands-on learning experience that mirrors real-world professional environments, ensuring that graduates are well-equipped to meet industry demands.

Moreover, 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 programme offers numerous opportunities for students to engage with industry professionals through guest lectures, workshops, and events, which provide invaluable insights into current industry trends and practices. Students are encouraged to conduct work experiences in a wide variety of sectors and to engage in competitions and live projects.

The curriculum also includes practical projects and assignments that challenge students to apply their skills in real-world scenarios. This experiential learning approach not only hones technical proficiency but also cultivates problem-solving abilities and creative thinking.

By the end of the programme, students will have built a strong portfolio showcasing their work in immersive media, which serves as a powerful tool for further professional and academic pursuits. The programme culminates in the production of a Capstone Project, where learners develop an original immersive media production piece; students will have the ability to tailor this project to strategically showcase and develop their unique skills and interests, following their vision for a career path.

In addition to technical and practical skills, the programme emphasises the development of soft skills such as communication, teamwork, and project management. These are crucial for successful careers in the immersive media industry, where collaborative and interdisciplinary work is often the norm. Furthermore, the course supports interdisciplinary collaboration, enabling students to work with peers from different backgrounds. This collaborative

environment encourages the exchange of ideas and fosters innovation, preparing students to work in diverse and dynamic teams in their future careers.

The MA in Immersive Media Design thus ensures that graduates are not only technically adept but also highly employable and ready to contribute to the rapidly evolving field of extended realities. The comprehensive curriculum, combined with practical experience, equips students with the skills and confidence needed to excel and lead in this dynamic industry.

Employability and enterprise are embedded in the curriculum, with a focus on self-promotion and further development of employability skills, professionally documenting and disseminating work and making networking contacts with potential employers.

The course team works closely with the Westminster Enterprise Network, which offers you support to:

- explore opportunities and networks
- develop ideas and skills
- build experience
- accelerate business ideas and careers

<https://www.westminster.ac.uk/current-students/employability-and-career-development/exploring-careers/enterprise-and-entrepreneurship>

## What will you be expected to achieve?

### Course learning outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning.

These are threshold statements of achievement the learning outcomes broadly fall into four categories:

The overall knowledge and understanding you will gain from your course (KU)

Graduate attributes are characteristics that you will have developed during the duration of your course (GA)

Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)

Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

**Level 7 course learning outcomes:** upon completion of Level 7 you will be able to:

- 01 Critically examine and apply key contemporary technologies and production methods in extended reality, illustrating an in-depth knowledge and adaptability in immersive media practices. ( KU )
- 02 Synthesize and critically evaluate current debates, trends, and challenges within immersive design, demonstrating insight into emerging industry developments and proposing informed responses. ( CS )
- 03 Use appropriate industry-level software, creative programming techniques and relevant hardware to develop and produce robust immersive artefacts. ( SS )
- 04 Formulate and justify design strategies and research methodologies to effectively conceptualize, structure, and execute immersive media productions with strategic insight. ( PPP SS )
- 05 Choose and utilise a sophisticated array of digital tools and creative production techniques to create, source, and prepare media for deployment in immersive environments. ( SS )
- 06 Integrate advanced knowledge of immersive contexts, human-computer interaction, and production techniques to develop research-informed extended reality artefacts that push boundaries in narrative design and audience engagement. ( KU PPP SS CS )
- 07 Develop an informed critical response to current debates and recent changes in the immersive media field, applying this knowledge to produce innovative work that encourages accessibility, inclusion, sustainability, and engagement with diverse audiences and communities. ( KU PPP KTS CS )
- 08 Demonstrate initiative and effective project management, whether working individually or in teams, by collaborating, taking responsibility, adapting to change, and showing resilience and appropriate assertiveness. (

PPP KTS )

- 09 Cultivate independent learning and advanced skills to conceptualize, produce, and effectively present complex concepts, project outcomes, and research findings, demonstrating strategic self-motivation, clear communication, and readiness to innovate within the immersive media field. ( PPP KTS CS )
- 10 Show self-evaluation by engaging in reflective practice, demonstrating a systematic, critical, and profound understanding. ( CS )

## How will you learn?

### Learning methods

Our learning and teaching methods are culturally inclusive, encouraging home and international students to engage positively with all students on the cohort and to value diversity.

Students on the Immersive Media Design Masters programme learn through a variety of methods. These include:

- Problem based Learning
- Active Learning
- Work Based Learning
- Blended Learning
- Student-led Learning
- Flipped Classroom
- Demonstrating in Practice
- Self-Organised Learning

In **Problem-Based Learning** students develop their skills and their critical understanding of immersive technologies by tackling a specific problem. With support from the tutor, this offers a more engaging way of exploring the subject material and is a key way the course aims to help students develop the core competencies they need.

Building on this, **Active Learning** allows students control of their own learning through lab-based work, where they can explore ideas from lectures, at their own pace, again within a supportive context developed by the tutors. Students also have the opportunity to learn through **Work-Based Learning**, usually in the form of industry projects. This is implemented directly within modules via live briefs from industry partners or developed as an extracurricular activity on the programme. For example, students can embark on external hackathon style projects and design challenges or competitions during the course, in addition to mandatory study.

**Blended Learning**, in which online technologies and virtual learning environments (VLEs) support learning in the classroom, is also a key part of the programme. This can involve both supporting independent study via access to relevant textual and video materials and using collaboration and communication tools to support group work and projects.

Using these technologies and the resources provided by the university (library facilities, production studios, technical facilities), students are expected to use their own areas of expertise to support each other's learning in the form of **Student-Led Learning**.

The programme also uses a **Flipped Classroom** approach on many of its modules. Students are encouraged to read and watch lecture based material before exploring concepts via a creative task or problem in a workshop or lab. Students are encouraged to read widely and consume a broad range of material, and to use knowledge from readings and specialisms via research-informed, critical theory in their practical hands on workshops.

**Demonstrating in Practice** refers to the expectation of students to demonstrate practice based work usually in the form of a presentation of prototypes or research insights. Students will be actively developing digital interventions through the production of immersive artefacts, prototyping minimum viable product (MVPs) and Proof of concept (PoCs).

**Self-Organised Learning** is implemented on the programme by drawing on the knowledge and understanding brought by students from different backgrounds; they are encouraged to share and discuss personal knowledge and experience of an issue in tutorial/seminar groups.

## Teaching methods

Teaching approaches on the course are varied according to the needs of each module, and strategies for teaching and learning are published in every module handbook.

The main teaching and learning methods on the course include the following:

**Lectures:** these are used to present information and act as a springboard for students' research and discussion on a given subject; to build on the assigned readings and explore and examine contextual issues, and to present an opportunity to engage with the key themes of the module.

**Seminars:** these are used to support students' learning on the module through small group discussions of detailed theoretical content, techniques and ideas.

**Workshops:** small and medium-size groups of students develop work in progress tutored by specialist staff.

**Practical demonstrations:** small and medium-size groups of students attend demonstrations of techniques and technologies with active student participation.

**Tutorials:** one to one contact between a specialist member of academic staff and a student conducting independent research or a creative project; tutorials aim to support individual research and practice.

**Learning contracts:** negotiated plans of learning agreed by the module leader to tailor the student's experience of a module or of specified learning outcomes and help them structure their individual project work and research.

**Group working, teamwork and collaboration:** working in small teams, students will be drawing on the richness of the diverse student body reflected within the digital workplace. This will include collaborative opportunities that develop skills in multi-threaded workflow methodologies and encourage emotional intelligence (EI) and thought leadership.

### Equality, Diversity, and Inclusivity

The course has been designed with EDI embedded as a fundamental principle. This programme adopts a comprehensive global perspective, embracing the rich tapestry of different cultures and contexts as they intersect with the field of immersive technologies. Students will learn to craft narratives and interactive experiences that resonate with diverse global audiences, emphasising the importance of representation, identity, and societal impact.

Throughout the course, students will cultivate open and inclusive media practices, both independently and collaboratively. They will be trained to recognise and address the ways in which different perspectives and experiences can be incorporated into the creative process, ensuring that the resulting media products reflect a broad spectrum of identities and experiences.

The curriculum includes core modules that offer students the chance to explore and engage in contemporary debates surrounding accessibility, de-colonial and inclusive practices, sustainability and diversity. These learning experiences encourage critical discussions on the portrayal and consideration of diverse selves in the context of design and the importance of inclusivity within the emergent field of human-computer interaction design. By engaging with these topics, students will develop a nuanced appreciation of the importance of creating inclusive and representative design solutions.

The programme encourages students to critically evaluate how design choices impact various user groups and to apply this understanding to their own work, preparing them to contribute thoughtfully and effectively to the evolving field of immersive media.

Through practical exercises and theoretical exploration, students will develop the ability to create content and applications that are not only inclusive but also impactful, ensuring that all voices are heard and respected in the immersive media landscape.

The course has been meticulously designed to ensure that any potential barriers to student success are recognised and proactively addressed. By integrating core modules focused on accessibility, de-colonial and inclusive practices, sustainability, and diversity, the curriculum aims to create an equitable learning environment for all students.

Throughout the programme, specific measures are taken to identify and remove obstacles that might impede students' progress. This includes offering resources and support systems tailored to accommodate diverse learning needs, ensuring that all students have equal access to educational opportunities. The curriculum is structured to promote an inclusive atmosphere where every student's voice is heard and valued, fostering a culture of mutual respect and understanding.

In addition, regular feedback mechanisms are in place to continuously assess and improve the inclusivity of the

programme. By actively engaging with students and seeking their input, the course ensures that it remains responsive to their needs and evolving industry standards.

Overall, the course is committed to removing barriers to success and providing a supportive, inclusive, and dynamic educational experience that empowers all students to achieve their full potential in the field of immersive media.

## Assessment methods

There are no formal examinations on the course. Students are assessed by a variety of methods including producing a range of artefacts, essays, research reports, prototypes, presentations, group and individual creative projects. Students are expected to demonstrate the use of applied research with a research-informed, practice-led approach.

Students on the course will be assessed by formative and summative assessments.

**Formative assessments** are designed to give students early feedback (non-marked constructive feedback, for example after class presentations). It is part of the programme’s culture of continuous feedback/‘feed forward’, which has been designed to encourage a progressive learning system in which students are supported as they move to completing their summative assessments.

**Peer Review:** as part of the collective and open ethos of the course, students can be part of the formative assessment process, offering peer feedback on work in progress. Peer review is a particularly important part of the assessment process with students formally presenting their work to their peer group with feedback being presented by the tutor and group. This presents the student with an opportunity to defend the work under scrutiny, and assess the level of personal input and understanding.

**Summative assessments** usually happen at the mid-point of a module and at the end. In some modules the two summative assessments are linked – the first might focus on researching an idea for an interactive media application, the second on creating a working prototype of the idea. Summative assessments are marked in accordance with the Assessment Criteria detailed in the module proforma – these assess the extent to which students have attained the module’s Learning Outcomes.

**Assessment Procedures:** details of the assessment methods and criteria for each part of the coursework and the schedule of coursework assignments, including methods and dates of submission, coursework return and tutor feedback deadlines are provided in the module handbook.

**Assessment Events:** summative assessment often focuses on the creation of a project, which is handed in. But practical work is also assessed through a process of peer group presentations. This involves students individually, and/or in teams presenting work to tutors and peers. This supports the students’ ability to present their work in public, and to develop critical judgement in relation to their own and others’ work.

| Graduate Attribute                            | Evident in Course Outcomes |
|-----------------------------------------------|----------------------------|
| Critical and creative thinker                 | 02, 03, 04, 05, 06, 07, 10 |
| Literate and effective communicator           | 01, 02, 06, 07, 08, 09, 10 |
| Entrepreneurial                               | 06, 07, 08, 09             |
| Global in outlook and engaged in communities  | 01, 02, 05, 06, 07, 08, 09 |
| Socially, ethically and environmentally aware | 01, 02, 04, 05, 07, 09, 10 |

## Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year. Additional free text information on the choices may also be included, for example where students must choose one of two modules.. Course structures can be subject to change each academic year following feedback from a variety of sources.

## Modules

### Level 7

| Module Code | Module Title                                      | Status | PT Year (where applicable) | UK credit | ECTS |
|-------------|---------------------------------------------------|--------|----------------------------|-----------|------|
| 7MEDP002W   | Designing for Extended Reality                    | Core   | 1                          | 20        | 10   |
| 7MEDP004W   | Immersive Design Futures                          | Core   | 1                          | 20        | 10   |
| 7MEDP003W   | Virtual Worldbuilding                             | Core   | 1                          | 20        | 10   |
| 7MEDP005W   | Capstone Project (Immersive Media Design)         | Core   | 2                          | 60        | 30   |
| 7INME007W   | Interactive and Immersive Storytelling            | Core   | 2                          | 20        | 10   |
| 7INME003W   | Interactive and Immersive Media Production Skills | Option | 2                          | 20        | 10   |
| 7MUPR007W   | Hack Lab and Creative Technology                  | Option | Various                    | 20        | 10   |
| 7MUMN010W   | Start-up Incubator and Digital Entrepreneurship   | Option | Various                    | 20        | 10   |

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

### Professional body accreditation or other external references

N/A

### Course management

The MA Immersive Media Design is taught within the Westminster School of Media and Communication in the College of Design, Creative and Digital Industries. It is based on the green site of Harrow Campus, shared with Westminster School of Arts and the highly acclaimed research institutes CAMRI <https://camri.ac.uk/> and CREAM <https://cream.ac.uk/>

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. The Course Leader holds regular meetings with student representatives to hear and act on feedback.
- The Head of School holds academic responsibility for the course and for the other undergraduate courses run within the Westminster School of Media and Communication.
- The professional and research practice of the course team ensure that we reflect current and emerging real-world concerns and demands, through regular staff meetings as well as formal and informal interaction between the staff and outside industry professionals. All course staff participate in annual appraisal and observation of their teaching by their colleagues. This can inform staff development through course or conference attendance and research / professional activity.

### Academic regulations

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

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