

Course record information

Name and level of final award	<ul style="list-style-type: none"> • Bachelor of Science with Honours - Marketing and Data Analytics • Bachelor of Science with Honours - Marketing and Data Analytics with International Experience • Bachelor of Science with Honours - Marketing and Data Analytics with Professional Experience <p>The award is Bologna FQ-EHEA first cycle degree or diploma compatible</p>
Name and level of intermediate awards	<ul style="list-style-type: none"> • Bachelor of Science (BSc) - Marketing and Data Analytics • Diploma of Higher Education (Dip HE) - Marketing and Data Analytics • Certificate of Higher Education (CertHE) - Marketing and Data Analytics
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)	Business & Marketing
Professional statutory or regulatory body	
Westminster course title, mode of attendance and standard length	<ul style="list-style-type: none"> • Marketing and Data Analytics, 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

This course empowers students to excel in the dynamic field of marketing data and analytics, offering specialised modules to tailor their learning experience. Designed to meet the growing industry demand for data-driven marketing strategies, students gain essential skills and knowledge in collecting, analysing, and interpreting marketing data using cutting-edge tools and techniques. They also delve into crafting influential marketing strategies, encompassing fundamental principles of consumer insight, user experience, and strategy development.

Throughout the course, students gain a comprehensive understanding of data analytics and its application in marketing. They develop proficiency in data collection, analysis, and interpretation, enabling data-driven marketing decision-making. Practical exposure to diverse data analytics tools and techniques empowers students to extract meaningful insights from marketing data. By course completion, students possess the expertise to uncover consumer insights and formulate effective marketing strategies using data analytics.

Critical thinking skills are a central focus of this course, enabling students to evaluate and make informed decisions based on data-driven marketing insights. Ethical considerations regarding data collection, usage, and privacy in the marketing context are emphasised, ensuring responsible and ethical data practices. Students enhance their proficiency in data visualisation techniques, mastering the art of visually compelling presentations to effectively communicate marketing insights. Collaborative learning experiences, such as group projects, foster teamwork and collaboration as students analyse and interpret marketing data. Real-world examples and practical applications provide hands-on experience in utilising marketing analytics to address real marketing challenges. Lastly, this course cultivates awareness of emerging trends and advancements in data analytics, equipping students to adapt and thrive in the ever-evolving data-driven marketing landscape whilst acknowledging and reinforcing the need for a more sustainable and equitable world.

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.

Potential career paths:

The BSc. Marketing and Data Analytics course offers numerous employment and further study opportunities due to the growing importance and need for data competent graduates in business. There are a variety of job positions that this course prepares students for such as: Customer Insights Analyst, Marketing Data Scientist, Digital Analytics Specialist, Web Analytics Specialist, CRM analyst and many more including those that are detailed below.

- a. Marketing Analyst: Analyse market trends, consumer behaviour, and campaign performance to optimise marketing strategies.
- b. Data Analyst: Interpret and analyse data to identify patterns, insights, and trends that drive business decision-making.
- c. Digital Marketing Specialist: Develop and implement online marketing strategies using data-driven insights and analytics.
- d. Market Researcher: Conduct research to gather data on consumer preferences, market conditions, and competitor analysis.
- e. Marketing Manager: Lead marketing initiatives, develop marketing plans, and make data-driven decisions to achieve business goals.

The BSc Marketing Data and Marketing course aims to create work-ready graduates who meet the needs of industry. As the course combines the development of skill in data analysis and confidence in handling and interpreting data with a solid grounding in fundamental marketing principles it prepares students for a career in marketing and marketing analytics.

Work experience is highly useful in both providing students with relevant, professional experience and knowledge in data and marketing and in providing a significant opportunity to enhance your employability. As part of the University of Westminster's Employability Strategy the course offers core modules incorporating work-based learning and optional year-long placements. The year-long sandwich placement (Professional Experience Project in the UK) or study-abroad (International Experience Year) is optional for all students between Levels 5 and 6. In this, students may opt to work in the UK or abroad for an overseas employer as part of their degree programme.

Professional Placement Year

Westminster Business School strongly encourages students to take the optional placement year in industry. During the year you will identify skills' goals to work towards achieving whilst on placement' carry out research to develop awareness of the business sector you are working in, using a range of data sources; and familiarise yourself with a range of employer branding techniques in recruitment and analyse contemporary selection techniques.

International Experience Year

Students can choose to undertake an international experience year as part of their degree at one of our partner overseas institutions. You will study and reside in the country of a host institution during the year. The content of your study is agreed through a Learning Agreement between you, the home institution and Westminster Business School.

Further Study Opportunities:

This course serves as an ideal foundation for students seeking to pursue further study at the master's or Ph.D. level. By equipping students with a strong understanding of data analytics and its application in the marketing field, the course provides a solid grounding that prepares students interested in advanced academic pursuits. Through rigorous coursework, practical exercises, and real-world applications, students develop critical analytical skills and gain proficiency in data-driven decision-making, that are not only needed in the workforce but that set students up to be effective in postgraduate academic environments.

The coursework challenges students to think critically, synthesise information, and develop innovative approaches to solving marketing problems. Through collaborative group projects, students further enhance their teamwork and communication skills, preparing them for collaborative research efforts. This undergraduate course also instills a research-oriented mindset, inspiring students to delve deeper into the realms of data and marketing. It introduces students to research methodologies and encourages them to explore their own research questions within the field. Students acquire the necessary skills to conduct literature reviews, design research studies, and analyse data, laying the groundwork for future independent research at the master's or Ph.D. level.

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:

- 4.1 Demonstrate the ability to apply a range of academic, analytical and intellectual skills, including information gathering, analysis and problem identification. (PPP)
- 4.2 Identify and apply the correct data analytics toolkits and concepts to address a variety of real-life business problems. (KU)
- 4.3 Understand the knowledge base, its terminology and appreciate that areas of this knowledge base are open to debate and reformation. (KU)
- 4.4 Analyse and make informed and sustainable decisions with guidance using given classifications/principles recognising the needs of stakeholders. (GA)
- 4.5 Demonstrate the ability to use relevant technical skills, such as quantitative analysis, Marketing Analysis and Data Analysis. (GA)

- 4.6 Work collaboratively, building positive relationships with others as a group member and meeting obligations to others. (KTS)
- 4.7 Work within an appropriate ethos, manage time and use and access a range of learning resources to achieve goals. (KTS)
- 4.8 Show independent learning with guided support to explore various learning sources and opportunities. (KTS)
- 4.9 Apply an awareness of relevant professional and ethical values in the realm of problem solving and solution creation for more sustainable and creative approaches in data and marketing. (GA)

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

- 5.1 Operate in situations of varying complexity and predictability requiring the application of a wide range of techniques. (PPP)
- 5.2 Act with increasing autonomy, limited supervision and direction, within defined guidelines, accepting responsibility for achieving personal and/or group outcomes and/or outputs. (PPP)
- 5.3 Compare and Contrast a range of relevant concepts, theories and models to the solution of marketing problems. (KU)
- 5.4 Apply a range of problem-solving methods and techniques, utilising a variety of data analysis techniques to identify patterns and relationships in contexts of varying complexity. (SS)
- 5.5 Analyse a range of information with minimum guidance using given classifications/principles and can compare alternative methods and techniques for obtaining and analysing data, recognising the importance of compliance, regulatory frameworks and the needs of stakeholders. (GA)
- 5.6 Adapt interpersonal, digital and communication skills to a range of collaborative situations, audiences and degrees of complexity. (KTS)
- 5.7 Explore a wide variety of learning sources and opportunities through independent analysis and evaluation. (KTS)

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

- 5Y.1 With International Experience Award: Demonstrate insight and understanding of the challenges and opportunities of working and/or studying in an international context. (PPP)
- 5Y.2 With International Experience award: Apply theories, concepts and research skills related to the cultural context(s) of the society within which the experience takes place. (KU)
- 5Y.3 With Professional Experience Award: Demonstrate acquisition of a range of professional and commercial skills required within the contemporary business environment through the completion of an extended period of professional practice in the work placement year. (PPP)

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

- 6.1 Apply relevant data analytics concepts and approaches from competing perspectives in complex and inter-related contexts. (SS)
- 6.2 Critically evaluate the use and /or application of marketing theories, models, and data analytics skills through an extended piece of research. (KU)
- 6.3 Applies an in-depth awareness of the potential impact of economic, social and cultural differences when working within diverse communities, both locally and internationally. (KTS)
- 6.4 Analyse new data, concepts and situations without guidance, using a range of techniques appropriate to the situation and design creative, sustainable solutions, recognising the needs of stakeholders with minimum guidance. (GA)
- 6.5 Critically evaluate evidence to support conclusions/recommendations, reviewing reliability, validity and significance. (GA)
- 6.6 Manage your own learning and time using the full range of resources for data and marketing, (KTS)
- 6.7 Defend own criteria of judgement and be able to challenge received opinion and reflect on action. (KTS)
- 6.8 Communicate effectively in professional and interpersonal settings, using digital and analytical skills in a variety of complex contexts. (KTS)

How will you learn?

Learning methods

This course has a strong vocational focus where learning activities and assessments are designed to provide real-world learning opportunities to combine theory and practice. The programme provides numerous practical learning opportunities where students will have the opportunity to examine and assess business projects and case studies. This will facilitate comprehension of the most current and advanced Data and Marketing insights. Throughout Levels 5 and 6, students will be presented with opportunities to engage with and apply some of the widely used software and systems in Data and Marketing.

The course team works closely with industry partners, and work-related tasks and 'as live' briefs help simulate the working environment. Work-based learning and other forms of experiential and problem-based learning form an important strand throughout the course to help engender employability into the curriculum. The blended approach also facilitates innovative teaching methods such as the flipped classroom (learning is enhanced by accessing suggested materials and preparing tasks prior to formal sessions enabling more student led active learning where class time can be devoted to aspects that students find problematic).

The School of Management and Marketing is committed to investing resources in state-of-the-art facilities, often replicating industry practice. For example in data and analytics, students will be encouraged to use techniques and software such as Tableau, PowerBI, Google Analytics, SPSS, Excel. However if and when industry applications shift, the curriculum will be adapted to reflect latest practices ensuring our students are work ready.

Teaching methods

The modules are delivered using various teaching, learning, and assessment methods such as lectures, seminars, guest speakers, tutorials, workshops, and other interactive activities. Each module includes a Virtual Learning Environment (VLE) where students are encouraged to participate in online discussions and collaborative learning. Initially, students will receive guidance in Level 4 to develop learning strategies, and as they progress to Levels 5 and 6, students will be expected to employ independent and collaborative learning approaches. Students will receive guidance on personal development, research areas, and ways to enhance understanding of business and practice. Study support will be available to enhance employability and career development in Marketing and Data Analytics, including assistance with academic writing and research skills.

When seeking employment as a graduate, students will frequently encounter the term "**transferable skills**." Employers highly value these skills because they can be applied in various work settings. To secure a graduate opportunity, students must demonstrate a specific set of skills required for the position. While some skills may be industry-specific, others (transferable skills) can be cultivated and honed throughout their career. Westminster Business School aims to foster communication, problem-solving, and teamwork skills through teaching, learning, and assessment activities. The programme provides ample opportunities for engagement in activities that support the development of these skills and offer tangible evidence of accomplishments in these areas.

In the first year (Level 4), students will develop a robust approach to the acquisition of a broad knowledge of marketing and data analysis techniques. Students will learn a range of broad skills including: information evaluation and how to use this information to plan and develop investigative strategies to determine solutions to a variety of unpredictable problems; development of marketing strategies through a grounding in fundamental marketing principles and understanding buyer behaviour; and students be develop and refine specialist skills in data analytics and ethics of data analytics that will provide a grounding for the following year.

In the second year (Level 5), the modules will move students towards a more analytical mindset where subjects will require them to generate ideas and to formulate responses to a variety of well-defined and abstract problems. They will also develop further critical skills in data analysis and interpretation where they will be required to differentiate, select and justify decisions made. Students will also accept responsibility for determining and achieving personal or group outcomes.

In the final year (Level 6) students will be critically reviewing, consolidating and extending a systematic and coherent body of knowledge of marketing and data where using a range of information sources, they will critically evaluate situations and create solutions that are constructed on diagnostic and creative skills. They will be expected to exercise well-developed critiquing skills in a range of situations and accepting responsibility for determining and archiving personal outcomes.

The university's Virtual Learning Environment (Blackboard) contains learning materials to complement and enrich face to face contact lectures, seminars and workshops. Students will be referred to articles, cases, quizzes and other activities on Blackboard in advance of, and following taught sessions, to help structure and direct independent study time, undertake preparatory work for seminars and prepare for assessments. Often modules will have a blend of online and face-to-face activities.

The university has invested extensively in Panopto lecture capture technology to enable lectures to be recorded and uploaded to Blackboard. This aids learning as it allows access to lectures when needed and refer back to them in preparing for assessments. Students will also have the opportunity to participate in online discussions and use the Collaborate and MS Teams communication platforms to work virtually in groups, reflecting industry practice in digital marketing.

The approach to teaching and learning also embraces the practice of reflection to benefit learning, development and confidence. The University provides all students with AI-driven writing support, which will ensure that students maintain academic integrity and ensure that assessments are authentic whilst they use Generative AI. The course team will use Generative AI to help develop case studies or other teaching materials. With the support of an academic mentor students will be encouraged to reflect on and further develop knowledge, skills and professional behaviours drawing on the totality of the experiences encountered as a student on the course. The course embeds resources from our Professional bodies in modules where appropriate and also invites guest speakers from these bodies to inform students of the benefits of membership in their future careers.

Equality Diversity and Inclusion

The course team is deeply committed to the process of decolonising and diversifying the curriculum and teaching practices. We adopt an inclusive approach to learning, teaching, and assessment, incorporating a wide range of contexts and practical examples to promote inclusivity. The course team follows the University's dedication to equality and diversity strategy that ensures an environment that anticipates the diverse needs of learners and strives to provide equal educational opportunities for all students.

Practically, our approach encompasses three key principles. Firstly, we aim to develop an accessible curriculum that caters to the needs of all learners, eliminating barriers to learning and ensuring equal access for individuals with varying requirements. To achieve our goal of developing an accessible curriculum, we implement various strategies to cater to the needs of all learners and ensure equal access for individuals with varying requirements. We provide multiple modes of content delivery, such as written materials, audio recordings, and visual aids, to accommodate different learning styles. Additionally, we offer flexibility in assessments, allowing students to choose formats that suit their abilities. For instance, providing options for written essays, presentations, or multimedia projects. We also prioritise inclusive design principles, ensuring that course materials are accessible for individuals with disabilities, such as providing captions for videos and using readable fonts and colour schemes. By implementing these practices, we aim to create an inclusive learning environment where all students can thrive and succeed. Secondly, we actively seek to reflect the multi-faceted communities and perspectives within our learning materials and assessments. By incorporating diverse voices and experiences, we promote a more comprehensive understanding of the subject matter. Lastly, we equip students with the skills necessary to thrive in a changing and diverse world. This includes fostering cultural competency, promoting inclusivity, and enabling students to navigate different contexts with confidence.

From the curriculum perspective, the integration of values essential to Equity, Diversity, and Inclusion (EDI) is a fundamental expectation for all core modules. A commitment to accessibility and inclusivity will ensure that students have equitable access to data, case studies, and other learning materials. Through the integration of equality, diversity, and inclusion principles, students will develop a heightened awareness of responsible practices, thereby contributing to fairness in the decision-making process. This approach not only enriches the academic experience but also prepares students to navigate the complexities of a diverse and interconnected world.

In addition there are several option modules where EDI themes and cultural relativity at each level of course teaching are explored.

For example:

- At Level 4, the module 'Understanding Consumers' allows students 'to identify the impact and importance of various cultures, values, beliefs, conventions and other internal and external influences on customers and consumers' decisions' this is a conscious attempt to encourage students to explore diversity and its role in Marketing. In addition, this is supported by the Level 4 module Ethics of Data Analytics where EDI is established as a foundational element for the entire course.
- At Level 5, the option module 'Social Media Marketing' give the students the opportunity to examine various social media campaigns and provide more insight on the power of social communities when creating and delivering campaigns. With this students will have deeper view and understanding on various aspects of EDI when planning and delivering campaigns over social media.
- At Level 6, optional modules such as Sustainability Marketing embed EDI through discussion of wider sustainability issues globally and the impact on different cultures and the core module 'Digital Marketing Strategy and Planning' gives the students a wider view of the various cultural and social requirements for branding and marketing across different cultures. Students will develop much wider understanding about EDI with respect to culture, diversity, social values and consideration for any marketing campaigns.

Assessment methods

The course team takes an 'assessment as learning' approach and has an inclusive learning, teaching and assessment strategy to provide culturally inclusive learning materials, varied, innovative teaching methods, and flexible pathways to meet learning outcomes. Students are encouraged to work in an inclusive and engaged manner, recognising that they are developing a rich range of understandings, skills, values and attributes to take into their professional lives. In this, a variety of assessments are designed to support students in demonstrating the achievement of module learning outcomes. There is an emphasis on industry-focused, 'real world' assessments such as reports, portfolios, presentations and plans. Formative assessments and specific and timely feedback are intrinsic to the assessment process. Often a review of work in progress is a valuable learning opportunity and helps you improve work and grade. Students will be offered a range of formative feedback opportunities throughout each module to help prepare them for your assessments. In some cases, students will critically reflect on their experiences to understand what they have learned and apply it in their career and other aspects of life.

The assessments for these modules provide opportunities to demonstrate the achievement of the learning outcomes through undertaking work-based and other experiential learning activities to distil the learning and to help plan for future personal and professional development. At each level, they will be assessed on academic knowledge, practical application and their ability to re-contextualise knowledge, relate theory to practice and develop theory about practice. Often assessed tasks will draw on real-world Data and Marketing problems, such as consultancy exercises and responding to creative briefs. Other assessments may require students to reflect on work-based and other forms of experiential learning.

As they move through the course levels, the scope and depth of assessment build, allowing them to incrementally gain confidence and improve knowledge, skills and understanding. Assessments are progressively designed to facilitate and develop independent critical thinking skills and the ability to analyse and critically evaluate theories, concepts and ideas. In the final year of the course, assessment methods are likely to test the ability to synthesise ideas and take a more holistic view of the discipline.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	4.2, 4.5, 5.1, 5.2, 5.4, 6.4, 6.5, 6.7
Literate and effective communicator	4.1, 4.5, 5.2, 5.3, 5.6, 5Y.3, 6.1, 6.2, 6.5, 6.7, 6.8
Entrepreneurial	4.7, 4.8, 4.9, 5.7, 5Y.3, 6.4, 6.6
Global in outlook and engaged in communities	4.3, 4.4, 4.6, 5.3, 5.5, 5.7, 5Y.1, 5Y.2
Socially, ethically and environmentally aware	4.4, 4.6, 5.3, 5.5, 5.6, 5Y.2, 6.3

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
4MARK009W	Digital Marketing Enterprise and Innovation	Core	20	10

Module Code	Module Title	Status	UK credit	ECTS
	Ethics of Data Analytics	Core	20	10
4MARK003W	Fundamentals of Marketing	Core	20	10
	Introduction to Data Analytics	Core		
4MARK005W	Understanding Consumers	Core	20	10
		Elective	20	10

Level 5

5BUSS016W - WBS Study Abroad Experience: This module involves the students undertaking a semester of study abroad to an international institution where a formal Learning Agreement is in place. Subject to eligibility.

5BUSS017W - WBS Work Experience: This module involves the students undertaking a semester of work experience. Students may also be required to pass an employer selection process (such as an interview) prior to acceptance into the workplace.

Module Code	Module Title	Status	UK credit	ECTS
5MARK019W	Consumer Insights	Core	20	10
	Data Mining and Predictive Analytics	Core		
	Technology for Data-Driven Age	Core		
5MARK016W	Digital Marketing Communications and Channel Optimisation	Option	20	10
5MARK017W	Global Consumer Engagement	Option	20	10
5MARK006W	Retail Marketing	Option	20	10
5MARK015W	Social Media Marketing	Option	20	10
5BUSS016W	WBS Study Abroad Experience	Option	60	30
5BUSS017W	WBS Work Experience	Option	60	30
		Elective	20	10

Additional Year

The following modules must be passed for the award title "with International Experience":

- 5BUSS013W WBS International Experience Year Semester 1 (60 credits)
- 5BUSS014W WBS International Experience Year Semester 2 (60 credits)

The following modules must be passed for the award title "with Professional Experience":

- 5BUSS011W Professional Placement Project Part 1
- 5BUSS012W Professional Placement Project Part 2

Module Code	Module Title	Status	UK credit	ECTS
5BUSS011W	Professional Placement Project Part 1	Option	60	30
5BUSS012W	Professional Placement Project Part 2	Option	60	30
5BUSS013W	WBS International Experience Year Semester 1	Option	60	30
5BUSS014W	WBS International Experience Year Semester 2	Option	60	30

Level 6

Module Code	Module Title	Status	UK credit	ECTS
	Applied Marketing Data Analytics	Core		
6MARK019W	Digital Marketing Strategy and Planning	Core	20	10
6MARK028W	Final Major Project	Core	20	10
	Marketing Data Visualisation and Storytelling	Core		
6MARK018W	Customer Relationship Management	Option	20	10
6MARK031W	Luxury Brand Management	Option	20	10
6MARK012W	New Product Development	Option	20	10
6MARK029W	Sustainability Marketing	Option	20	10
6MARK008W	The Management of Marketing	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

Course management

The course is led by a Course Leader, Level Leaders, and Module Leaders, all of whom have office hours for student meetings. Course Representatives are elected early in the course and play a valuable role in representing the student's voice. They have regular formal meetings with the course team and informal interactions throughout the course, facilitating communication and prompt response to any issues that arise, and fostering a strong course community.

Academic regulations

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

Course specific regulations apply to some courses.

Academic Support

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

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

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

Support Services

The University of Westminster Student and Academic Services department provide advice and guidance on

accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. Further information on the advice available to students can be found at <https://www.westminster.ac.uk/student-advice>

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

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

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

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

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

How do we act on student feedback?

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

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

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate, if they take full advantage of the learning opportunities that are provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students. Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in whole or in part, without the prior written consent of the University of Westminster. All copies of this document must incorporate this Copyright Notice – 2022©