

# PROGRAMME SPECIFICATION

## Course record information

Name and level of final award	<b>MA Urban and Regional Planning</b> The Urban and Regional Planning is a Masters degree that is Bologna FQ-EHEA second cycle degree or diploma compatible.
Name and level of intermediate awards	Postgraduate Diploma in Urban and Regional Planning Postgraduate Certificate in Urban and Regional Planning Postgraduate Certificate in Spatial Planning
Awarding body/institution	University of Westminster
Teaching Institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Marylebone
Language of delivery and assessment	English
Mode, length of study and normal starting month	Masters: 1 year full-time or 2 years part-time day. Postgraduate Diploma: 1 Year full-time or 2 years part-time day Postgraduate Certificate: 1 year part-time day September start.
<a href="#">QAA subject benchmarking group(s)</a>	Town and Country Planning
Professional statutory or regulatory body	MAURP has RTPI accreditation as a combined planning degree.
Date of course validation/Revalidation	April 2020
Date of programme specification approval	June 2020
Valid for cohorts	from 2020/21
Course Leader	Bill Erickson
Course URL	<a href="http://westminster.ac.uk/courses/postgraduate">westminster.ac.uk/courses/postgraduate</a>
Westminster course code	MA Urban and Regional Planning FT: PMPLH02F; MA Urban and Regional Planning PT: PMPLH02P; Postgraduate Diploma URP FT: PDPLH02F; Postgraduate Diploma URP PT: PDPLH02P; Postgraduate Certificate URP PT: PCPPLH02P;

	Postgraduate Certificate in Spatial Planning PT: PCPLH05P
HECoS code	100199
UKPASS code	MA URP: 004384 Postgraduate Diploma URP: 052063 Postgraduate Certificate URP: 052064

### **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: [westminster.ac.uk/courses/postgraduate/how-to-apply](http://westminster.ac.uk/courses/postgraduate/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: [westminster.ac.uk/recognition-of-prior-certified-learning](http://westminster.ac.uk/recognition-of-prior-certified-learning).*

### **Aims of the course**

The MA Urban and Regional Planning course gives students the knowledge, understanding and skills necessary to practise professionally as a spatial planner in a variety of private, public and community contexts. Building on the University's experience of delivering postgraduate courses in town planning for more than 80 years, it has been designed to meet the growing employer needs for staff who can investigate changes in the natural and built environments, cope with the challenges of sustainable development, and debate and critically reflect upon the knowledge and values underpinning current approaches to land use development. It examines planning across diverse contexts and scales, but focuses in particular on planning in, and for, towns, cities, and urban regions in the UK. Students are taught by qualified and dedicated staff who possess vast industry, research and teaching experience, get the opportunity to hear and learn from guest speakers from the world of practice, and moreover benefit from studying in a genuinely multidisciplinary environment, consisting of a broad range of built environment disciplines, including (but not limited to) urban design, transport planning, architecture, interior design as well as property and construction.

Professionally accredited by the Royal Town Planning Institute (RTPI) and covering both the 'spatial' and 'specialist' elements of the RTPI's requirements for initial planning education, the proportion of the course devoted to each element is in accordance with the requirements of the RTPI Policy Statement on Initial Planning Education: two-thirds of the course are devoted to the spatial planning element, defined by the RTPI (2012) as the 'main principles relevant to the making of place and the mediation of space, in particular sustainability'. And one-third is devoted to the specialist element, providing students with the opportunity to 'explore ideas, perspectives and debates to a considerable degree of depth in one distinct area of planning' (RTPI, 2012). Designed to accommodate busy schedules and offered for full-time or part-time study at the University's modern Marylebone campus in central London, the course's main learning objectives can be summarised as follows:

- To equip students with a critical awareness of the complexity of interrelated forces

shaping spatial development, the key challenges that surround current trajectories of development across diverse contexts and scales, and the role of planning in addressing them.

- To provide students with an understanding of the historical and theoretical foundations of spatial planning, its context, purpose, and scope, as well as different planning roles in public, private and voluntary sectors.
- To provide in-depth knowledge of key aspects and dimensions of sustainable development and spatial planning's contribution to the creation (and maintenance) of sustainable communities and places.
- To provide students with practical understanding of the plan-making and planning decision-making process and equip them with knowledge of, and expertise in, skills, techniques, strategies and methods essential for effective working in planning practice and related professions.
- To equip students with key transferable skills, including analytical and research skills, verbal and written communication, as well as negotiation and presenting skills that are sought after by employers.
- To develop an understanding of the values and ethics of working as a professional in the field of planning and develop students' ability to exercise critical thinking and independent judgement.
- To develop in students the qualities of a reflective practitioner who sees the acquisition of knowledge and skills as a lifelong process and is able to respond – and adapt – to changing roles and contexts within the profession.
- To provide students with the ability to explore ideas, perspectives and debates to a considerable degree of depth in one distinct area of planning (MA only).

As a result, our course creates critical-minded, well-rounded, and highly employable graduates who are well-prepared to excel in a variety of career environments and equipped with the skills and competencies necessary for addressing the manifold challenges and opportunities associated with contemporary spatial development and planning.

In addition to the MA qualification, Postgraduate Diploma or Postgraduate Certificate options are also available, enabling students to access the course at a point that is relevant to their circumstances, achieve credits and leave at a point that specifically meets their needs.

### **Employment and further study opportunities**

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. employability skills. Demographic, transportation, and environmental changes are all driving employment growth and 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.

Whatever your career plans, or if you have no plans at present, a degree in planning provides you with particularly good job prospects. Planning is often cited as one of the most employable degrees with great career prospects both domestically as well worldwide and students completing the MA in Urban and Regional Planning course have an excellent record of gaining employment or progressing their careers in planning, design, and development, as well as in areas such as economic development, urban regeneration, and transport. Many alumni of the course are now in senior positions in local planning authorities and private consultancies and/or have used the programme as a way to change the direction of their careers, towards new jobs and/or new areas of specialisation.

A key feature of this degree is that it is accredited by the Royal Town Planning Institute (RTPI), which acts as the professional accreditation body for town and country planning. Demonstrating an industry-recognised standard of competency, a professionally accredited degree is both highly recognised and desirable within the planning and related fields and allows graduates to fast-track their journey towards full membership of the Royal Town Planning Institute which can lead to better career – and salary – prospects. In addition to professional practice talks and workshops shared across the university/college, the School of Architecture and Cities regularly invites guests from a wide range of public and private sector organisations to share their experience of practice, giving students additional opportunities to hone their networking skills and increase their employability. Students also benefit from studying in the heart of London and the university's excellent industry links. The School of Architecture and Cities maintains a strong network of connections with relevant public, private, and third sector organisations, including the Royal Town Planning Institute (RTPI) and the Town and Country Planning Association (TCPA), providing students with the chance to participate in live briefs and benefit from a vibrant programme of guest lectures, professional workshops and networking events.

### **Further study opportunities**

The MA provides a basis to support many more opportunities for further study in and outside the field of planning, including progression to the School of Architecture and Cities' Doctoral programme. The University has a dedicated Career Service team which is always at hand to assist students not only in finding employment but also in advising them on opportunities for further study once they have completed their course with us.

### **Professional accreditation**

The MA Urban and Regional Planning is fully accredited by the Royal Town Planning Institute (RTPI) as a combined degree programme. On successful completion of the MA course, students can become licentiates of the RTPI. After two years' experience in practice, they may make a submission for their Assessment of Professional Competence and, if successful, are then entitled to full RTPI membership, leading to better career – and salary – prospects. The Postgraduate Diploma and Postgraduate Certificate on its own do not meet RTPI requirements for Initial Planning Education but can be used as an element for accreditation eligibility. More information on routes to membership can be obtained from the RTPI website.

### **Learning outcomes**

Learning outcomes are statements on what successful students have achieved as the result of learning. These threshold statements of achievement are linked to the knowledge, understanding and skills that a student will have gained on successfully completing a course.

The MA in Urban and Regional Planning has been designed to reflect the academic, professional and employment demands of the discipline and meet the qualification descriptor for level 7 awards as set out by the UK Quality Assurance Agency (QAA). The key learning outcomes the course is designed to deliver include the following:

#### Subject specific knowledge and skills

The ability to demonstrate

- CLO1 a critical awareness of the complexity of interrelated forces shaping spatial development, the key challenges that surround current trajectories of development across diverse contexts and scales, and the role of planning in addressing them.
- CLO2 an understanding of the historical and theoretical foundations of spatial planning, its context, purpose, and scope, as well as different planning roles in public, private and voluntary sectors.
- CLO3 in-depth knowledge of key aspects and dimensions of sustainable development and spatial planning's contribution to the creation (and maintenance) of sustainable communities and places.
- CLO4 practical understanding of the plan-making and planning decision-making process and knowledge of, and expertise in, skills, techniques, strategies and methods essential for effective working in planning practice and related professions.
- CLO5 an understanding of the values and ethics of working as a professional in the field of planning and develop students' ability to exercise critical thinking and independent judgement.
- CLO6 an appreciation of the qualities of a reflective practitioner who sees the acquisition of knowledge and skills as a lifelong process and is able to respond – and adapt – to changing roles and contexts within the profession.
- CLO7 an in-depth understanding of ideas, perspectives and debates to a considerable degree of depth in one distinct area of planning (MA only).

#### Key transferable skills:

- CLO8 Detailed knowledge of analytical and research skills and the ability to apply them in practice.
- CLO9 Detailed knowledge of verbal and written communication as well as presenting and negotiation skills and the ability to apply them in practice.
- CLO10 Detailed knowledge of project and self-management skills (e.g. setting targets, managing time and resources, working to deadlines and balancing conflicting demands) and the ability to apply them in practice.
- CLO11 Detailed knowledge of skills of reflective practice and the ability to apply them in practice

An RTPI accredited course, these learning outcomes are aligned/consistent with the learning outcomes for postgraduate education by the Institute. A mapping of the course's intended learning outcomes onto the course's modules is detailed below and a mapping matrix relating the modules to the RTPI's learning outcomes appended to this document

### **Learning, teaching and assessment methods**

#### **Learning**

The course is delivered using a wide range of learning methods involving both directed and independent learning. Emphasis is placed on active, student-centred approaches such as problem-based learning and project-based learning that

- integrate theory and practice;

- stimulate independent learning, critical thinking and problem-solving;
- allow students to learn from each other and hone their inter-personal skills; and
- contributes to the acquisition of key transferable skills sought after by employers.

## **Teaching**

Teaching is delivered as a series of modules. Each module is a self-contained block of learning with a coherent set of aims and learning outcomes, and associated assessment processes and typically involves a mix of lectures, seminars, and workshops, complemented by individual and group tutorials, e-learning and independent study. An essential and – for MA/PG Diploma students compulsory – element of the course is a field trip to a European destination. It takes place in the course's first semester and will be used to develop field based research skills and strategies, sharpen students' awareness of the context-boundedness of planning problems and responses, learn about innovative practices in managing change in cities and regions, reflect on the extent to which ideas and practices identified in one context can be effectively transferred to others, and provide a new perspective on planning issues back home. In addition, MA students are required to complete a dissertation, i.e. conduct a piece of independent and original research to demonstrate expertise within a specific subject area and exercise transferable skills, for example time management, planning, research and communication.

## **Assessment**

Students are assessed using a variety of assessment methods including essays, reports, reflective assessments, a mock planning committee, presentations, examinations and other appropriate activities. Some modules also require students to work in groups and most include a formative assessment to help prepare students for the summative assessment counting towards the course mark and to the degree award. All MA students moreover undertake a dissertation project which requires independent research study and research project management, supported by a supervising tutor.

## **Course structure**

This section gives an introduction to the course structure and presents the core and option modules available and their credit value. MA students take all core modules and choose one specialist option module. Because the modules vary in length and content, they also vary in credits earned. Full-time Postgraduate MA students are expected to complete 180 credits in one academic year. Part time students will normally complete the 180 credits in two academic years. On some modules students are taught alongside students from other built environment postgraduate courses (e.g. International Planning and Sustainable Development and Urban Design), facilitating genuinely interdisciplinary learning and giving students an understanding of the role of different disciplines and professions involved in the production of the built environment. A highlight of the curriculum is the +/- week-long field trip (typically to a European city outside the UK). Albeit non-credit bearing, it is compulsory for MA and PG Diploma students and there is a non-marked assessment that must be passed to complete the degree. The Postgraduate Diploma and the Postgraduate Certificate are available as target and exit awards. To obtain the Postgraduate Diploma students must successfully complete 120 credits, including core modules worth a minimum of 100 credits. To obtain the Postgraduate Certificate students must successfully complete 60 credits, including core modules worth a minimum of 40 credits.

**MA in URBAN AND REGIONAL PLANNING (Full-time)**

	Semester 1	Semester 2	August
Day 1	7PLAN012W – Planning Theory & Practice 1 (20)	7PLAN013W – Planning Theory & Practice 2 (20)	
	7PLAN007W – Making and Managing Places (40)		
	*7PLAN09W – Planning Field Trip		
Day 2	7PLAN019W – Sustainable Cities and Neighbourhoods (20)	Option modules (20)	
	7PLAN035W – Planning Research: Methods & Skills (20)		
	7PLAN003W – MAURP Dissertation/PIP & Colloquium (40)		

\* = not credit-bearing but compulsory elements of the MA/PG Diploma

**MA URBAN AND REGIONAL PLANNING (Part-time)**

	Semester 1	Semester 2	August
Year 1	7PLAN012W – Planning Theory & Practice 1 (20)	7PLAN013W – Planning Theory & Practice 2 (20)	
	7PLAN007W – Making and Managing Places (40)		
	7PLAN09W – Planning Field Trip		
Year 2	7PLAN019W – Sustainable Cities and Neighbourhoods (20)	Option modules (20)	
	7PLAN035W – Planning Research: Methods & Skills (20)		
	7PLAN003W – MAURP Dissertation/PIP & Colloquium (40)		

..... = not credit-bearing but compulsory elements of the MA/PG Diploma

<b>Credit Level 7</b>				
<b>Module code</b>	<b>Module title</b>	<b>Status</b>	<b>UK credit</b>	<b>ECTS</b>
7PLAN012W	Planning Theory and Practice 1	Core	20	10
7PLAN013W	Planning Theory and Practice 2	Core	20	10
7PLAN009W	Planning Field Trip	Core	0	0
7PLAN007W	Making and Managing Places	Core	40	20
7PLAN019W	Sustainable Cities and Neighbourhoods	Core	20	10
7PLAN035W	Planning Research: Methods and Skills	Core	20	10
7PLAN003W	Dissertation / Policy Implementation Project & Colloquium	Core	40	20
7TRAN013W	Land Use Planning and Transport	Option	20	10
7TRAN027W	Streets, Places and Active Transport	Option	20	10
7PLAN029W	Environmental Policy, Assessment and Climate Change	Option	20	10
7HOUS002W	Housing and Urban Regeneration	Option	20	10
7PLAN040W	Communities towards Sustainability – Public Engagement	Option	20	10
7PLAN010W	Planning for Risk & Resilience	Option	20	10
7TRAN037W	Modifying Transport Behaviour: Theory, Practice and Politics	Option	20	10
7PLAN041W	Conservation and Heritage	Option	20	10
7PLAN033W	Emerging Landscapes and Urban Ecologies	Option	20	10
7PLAN038W	Place and Experience in Design of Urban Spaces	Option	20	10
7TRAN036W	Information Management Applications for Urban Planning	Option	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 do your first choice of modules.

**PG DIPLOMA IN URBAN AND REGIONAL PLANNING (Full-time)**

	Semester 1	Semester 2	August
Day 1	7PLAN012W – Planning Theory & Practice 1 (20)	7PLAN013W – Planning Theory & Practice 2 (20)	
	7PLAN007W – Making and Managing Places (40)		
	*7PLAN09W – Planning Field Trip		
Day 2	7PLAN019W – Sustainable Cities and Neighbourhoods (20)	Option modules (20)	

\* = not credit-bearing but compulsory elements of the MA/PG Diploma

**PG DIPLOMA IN URBAN AND REGIONAL PLANNING (Part-time)**

	Semester 1	Semester 2	August
Year 1	7PLAN012W – Planning Theory & Practice 1 (20)	7PLAN013W – Planning Theory & Practice 2 (20)	
	7PLAN007W – Making and Managing Places (40)		
	*7PLAN09W – Planning Field Trip		
Year 2	7PLAN019W – Sustainable Cities and Neighbourhoods (20)	Option modules (20)	

\* = not credit-bearing but compulsory elements of the MA/PG Diploma

	<b>Credit Level 7</b>			
<b>Module code</b>	<b>Module title</b>	<b>Status</b>	<b>UK credit</b>	<b>ECTS</b>
7PLAN012W	Planning Theory and Practice 1	Core	20	10
7PLAN013W	Planning Theory and Practice 2	Core	20	10
7PLAN009W	Planning Field Trip	Core	0	0
7PLAN007W	Making and Managing Places	Core	40	20
7PLAN019W	Sustainable Cities and Neighbourhoods	Core	20	10
7PLAN029W	Environmental Policy, Assessment and Climate Change	Option	20	10
7TRAN013W	Land Use Planning and Transport Planning	Option	20	10
7TRAN027W	Streets, Places and Active Transport	Option	20	10
7HOUS002W	Housing and Urban Regeneration	Option	20	10
7PLAN040W	Communities towards Sustainability – Public Engagement	Option	20	10
7PLAN010W	Planning for Urban Risk and Resilience	Option	20	10
7PLAN041W	Conservation and Heritage	Option	20	10
7PLAN033W	Emerging Landscapes and Urban Ecologies	Option	20	10
7PLAN038W	Place and Experience in Design of Urban Spaces	Option	20	10
7TRAN036W	Information Management Applications for Urban Planning	Option	20	10
7TRAN037W	Modifying Transport Behaviour: Theory, Practice and Politics	Option	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 do your first choice of modules.

## PG CERIFICATE IN URBAN AND REGIONAL PLANNING (Part-time)

	Semester 1	Semester 2	August
Year 1	7PLAN012W – Planning Theory & Practice 1 (20)	7PLAN013W – Planning Theory & Practice 2 (20)	
	Option module (20)		

\* = not credit-bearing but compulsory elements of the MA/PG Diploma

## POSTGRADUATE CERTIFICATE IN URBAN AND REGIONAL PLANNING (part-time)

Credit Level 7				
Module code	Module title	Status	UK credits	ECTS
7PLAN012W	Planning Theory and Practice 1	Core	20	10
7PLAN013W	Planning Theory and Practice 2	Core	20	10
7PLAN019W	Sustainable Cities and Neighbourhoods	Option	20	10
7PLAN029W	Environmental Policy, Assessment and Climate Change	Option	20	10
7TRAN013W	Land Use Planning and Transport Planning	Option	20	10
7TRAN027W	Streets, Places and Active Transport	Option	20	10
7HOUS002W	Housing and Urban Regeneration	Option	20	10
7PLAN040W	Communities towards Sustainability – Public Engagement	Option	20	10
7PLAN010W	Planning for Urban Risk and Resilience	Option	20	10
7PLAN041W	Conservation and Heritage	Option	20	10
7PLAN033W	Emerging Landscapes and Urban Ecologies	Option	20	10
7PLAN038W	Place and Experience in Design of Urban Spaces	Option	20	10
7TRAN036W	Information Management Applications for Urban Planning	Option	20	10
7TRAN037W	Modifying Transport Behaviour: Theory, Practice and Politics	Option	20	10

**POSTGRADUATE CERTIFICATE IN SPATIAL PLANNING (top-up for MA Urban Design to achieve full RTPI accreditation)**

	Semester 1	Semester 2	August
Day 1	7PLAN012W – Planning Theory & Practice 1 (20)	7PLAN013W – Planning Theory & Practice 2 (20)	
	7PLAN045W – Reflective Practice in Design and Spatial Planning (20)		

	Credit Level 7			
Module code	Module title	Status	UK credits	ECTS
7PLAN012W	Planning Theory and Practice 1	Core	20	10
7PLAN013W	Planning Theory and Practice 2	Core	20	10
7PLAN045W	Reflective Practice in Design & Spatial Planning	Core	20	10

**Academic regulations**

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

**How will you be supported in your studies?**

**Course management**

The course team is comprised of a Course Leader, who is responsible for the organisation and management of the course, as well as faculty members contributing significantly to its delivery. The Course Leader acts as the students' main point of contact for all questions and concerns pertaining to the course but each student is also allocated a personal tutor, who is usually a member of the course team, to whom they can turn for advice regarding academic and personal matters.

Individual modules are led by named module leaders who are the first points of contact for module specific enquiries, e.g. regarding coursework and assessment.

The course is overseen by two External Examiners, one of whom is a professional practitioner, the other an academic, who submit annual reports on the standards and quality of the programme, verify assessment decisions and oversee the overall academic progress of students.

Continuous monitoring and review of the student learning experience is ensured through various activities. Amongst other things, the course team holds annual module and course reviews in which modules are reviewed and discussed amongst members of staff following feedback from students, external examiners and module pass rates. And there are regular course team meetings throughout the academic year to which elected student representatives are invited to put forward their views and discuss matters relating to the course.

### **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 [westminster.ac.uk/blackboard](http://westminster.ac.uk/blackboard).

### **Learning support**

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](http://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.

### **Additional 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 [westminster.ac.uk/student-advice](http://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 [westminster.ac.uk/students-union](http://westminster.ac.uk/students-union).

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

The course is periodically reviewed and revalidated on a five-year cycle by a University Validation Panel. The panel included internal peers from the University, academic(s) from another university and a representative from industry. This helps to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers and the relevance to employers.

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 evidence of student achievement, student feedback, as well as reports from external examiners in order to evaluate the effectiveness of the course. Further to this, our continuous engagement with the RTPPI along with other built environment bodies and employers also helps to ensure that our curriculum and its delivery are of high standard, current and relevant to industry needs.

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 Course Committees students have the opportunity to express their voice in the running of their course. Student representatives are elected to Committee to expressly represent the views of their peer. The University and the Students' Union work together to provide a full induction to the role of the student representatives.
- Each School also has its own School Student Forum with student representatives; this enables wider discussions across the College. 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.
- The University also has an annual Postgraduate Taught Experience Survey or PTES which helps us compare how we are doing with other institutions, to make changes that will improve what we do in future and to keep doing the things that you value.

## **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 [westminster.ac.uk/student-advice](http://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 [westminster.ac.uk/students-union](http://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 in 2004. The panel included internal peers from the University, academic(s) from another university and a representative from industry. This helps to ensure the comparability of the course to those offered in other universities and the relevance to employers.

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 evidence of student achievement, reports from external examiners in order to evaluate the effectiveness of the course.

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.

- The University also has an annual Postgraduate Taught Experience Survey or PTES which helps us compare how we are doing with other institutions, to make changes that will improve what we do in future and to keep doing the things that you value.

**Please note:** 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 s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Course Handbook provided to students and Module Handbooks, which provide more detailed information on the specific learning outcomes, content, teaching, learning and assessment methods for each module.

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