

## PROGRAMME SPECIFICATION

<b>Course Record Information</b>	
Name and level of final & intermediate Awards	BA (Hons) Animation BA Animation Diploma of Higher Education in Animation Certificate of Higher Education in Animation
Awarding Body	University of Westminster
Location of Delivery	Harrow Campus
Mode of Study	Full Time
UW Course Code	2911
JACS Code	
UCAS Code	W615 E614
QAA Subject Benchmarking Group	Art and Design
Professional Body Accreditation	<b><i>Skillset Media Academy Member</i></b>
Date of initial course approval/last review	2002 / Revalidated Spring 2006 <b>Latest revalidation Spring 2012</b>
Date of Programme Specification	<i>2012 this draft</i>

## Admissions

Mode: Full-time  
Duration: three years full time

Course Leader: Stephen Ryley  
Telephone 020 7911 5000 ext. 4556

Admissions Administrator: Jyoti Parmar  
Telephone 020 7911 5903

### Requirements:

A minimum of 5 GCSEs ( grade C and above) plus a **Merit** in BTEC/Edexcel Art & Design foundation

Access students and applicants who have been studying on a part-time relevant course and with students and Advanced GNVQ in Art & Design with a Distinction or predicted Distinction will also be considered.

These requirements may be waived if the applicant is mature with work experience in a related field.

Equivalents are accepted from overseas applicants. Those with an International Baccalaureate should have achieved 26 points or above.

Applicants from non-English speaking countries are normally expected to possess a qualification in English language usage, as follows:

(Advanced) Cambridge Certificate of Proficiency - 'C' or above

I.E.L.T.S. - 6.0 or above

T.O.E.F.L. - 5.50 or above

U.E.T.E.S.O.L. - Pass

\*Additional study in English Language usage is available at the University of Westminster through Polylang modules for successful applicants requiring further improvement.

### Application

Apply through UCAS only

**Open Days:** There are open days organized during the year when prospective students and their families can visit the course, see the resources and have a guided tour of the campus and facilities available. The open days provide an opportunity to talk to both staff and students and find out more about what it is like to study with us.

## **Criteria for admission**

We are looking for highly motivated people who can demonstrate an enthusiasm and sensibility for animation in its broadest sense.

Recognising that Foundation Courses vary and not all students will have covered the same subjects we are interested in seeing your work from any area of the visual, performing and cinemagraphic arts.

Applicants are expected to bring to their interview a portfolio of work, or work as video work on CD or DVD files. You will also need to bring some evidence of your academic and written skills in the form of a marked essay.

The work you bring with you can also include sketchbooks, visual journals and small 3D work. Any large work or installations need to be documented visually.

(Please note we operate on Apple Mac systems, you need to ensure that your work can viewed on our machines if the work is on digital files).

### *What we are looking for at your interview*

As this course is concerned with reflective practice we looking for evidence of conceptual and creative thinking, an interest and ability to experiment with ideas and processes, and a degree of visual awareness and sensibility for time based work. We would also like to see studies, roughs, drafts, and sketchbooks – anything that shows your thinking and creative development as well as the final outcomes for any project work you have done.

We expect you to be able to talk about your practical work with some understanding and awareness for the cultural and theoretical backgrounds in which it has been developed. We are concerned that students have the academic and intellectual skills necessary to be able to address the theoretical aspects of the programme, for this we need written evidence through a marked essay.

### ***What we are looking for in you***

Animation is a demanding subject so we are looking for people who can work with motivation and enthusiasm, who are open and responsive to different ways of working and producing animation, who can think and problem solve creatively, who are flexible and can work independently. Further to this, applicants need good communication skills both written and oral.

## **Interview Procedures**

Students who possess the required qualifications will be interviewed individually. An interview will normally last about 10 minutes and there will be the opportunity for you to discuss your work, career ambitions and ask further information about the course. You can request a student or another member of staff to be present at your interview, in which case you must notify admissions when you receive your interview date. You will not be told at the interview any decision on you being offered a place; this will be done by post within the time frames set down by UCAS.

### **Direct entry into Level five**

Students may apply directly into Level Two (or “5”) if they wish to transfer from another institution, having successfully completed Level One (or “4”) or equivalent on another course. Applicants from other courses within the institution need official approval from their course leader and the Animation course leader as well as the respective Heads of Schools.

Accreditation of Prior Learning (APL)  
Accreditation of Prior Experiential Learning (APEL)

The University operates a system of awarding credit for prior learning, either accredited (APL) or experiential (APEL). If you think that your prior experiential (for example work experience) or accredited (for example, other study you have undertaken) learning may qualify you for accreditation and thereby exemption from one or more modules, you should contact your Course Leader in the first instance.

In respect of accredited prior learning, you will be required to submit specific evidence (such as original transcripts and syllabuses) which will be considered by the Course Leader.

In respect of prior experiential learning, the Course Leader will either allocate you a mentor, or will perform this role herself. Your mentor will assist you in making a claim and will then pass it, together with their assessment of it, to a second assessor who will be a member of the Course Team, for an independent assessment. Once the second assessment has been made, the assessors make a joint agreed report to the AP(E)L Assessment Board.

The Board comprises of the Course Leader, the Chair of the Subject Board and one other member of the Course Team drawn from within the School of Communication & Creative Industries and meets twice a year.

It is the Board, which makes the final assessment of what credit, if any should be awarded to you in respect of prior experiential learning. 'Pass' only is generally deemed appropriate for APEL credits, although in some cases percentage marks may be awarded and can contribute to degree classification of Merit or /distinction calculations.

Any credit awarded for prior certificated or experiential learning will be notified to the Conferment Board. Until a student who has applied for APL / APEL has been formally advised of the outcome of their application for credit, they should register for and participate in their normal module load, including any modules for which they are seeking credit.

**Equal Opportunities**

This course adheres to the University's and Department's equal opportunities policy. This encourages application from students of all races, nationalities and socially disadvantaged groups. The course, wherever possible, seeks to encourage a balance of gender and race both amongst its students and staff.

**Accreditation of Prior Learning (APL)/Accreditation of Prior Experiential Learning (APEL)**

The University operates a system of awarding credit for prior learning, either accredited (APL) or experiential (APEL), which may contribute up to a maximum of 50% of the credits required for an award. If students think their prior experiential learning (e.g. work experience) or accredited learning (e.g. other study they may have undertaken) may qualify them for accreditation and thereby exemption from one or more modules they should contact their Course Leader.

In respect of accredited prior learning, the student will be required to submit specific evidence (such as original transcripts and syllabuses) which will be considered by the Course Leader, or their nominee.

In respect of prior experiential learning the Course Leader will either allocate the student with a Mentor, or will perform this role themselves. The Mentor will assist the student in making their claim and will then pass it, together with their assessment of it, to a second assessor who will be a member of the Course Team, for an independent assessment. Once the second assessment has been made, the assessors make a joint agreed report to the AP(E)L Assessment Board. The Board normally comprises of the Course Leader, Chair of the Subject Board and one other member of the Course Team drawn from within the School and meets in each semester. It is the Board which makes the final assessment of what credit, if any, should be awarded to the student in respect of prior experiential learning.

Any credit awarded for prior certificated or experiential learning will be notified to the Conferment Board. Until a student who has applied for APL/APEL has been formally advised of the outcome of their application for credit, they should register for and participate in their normal module load, including any modules for which they are seeking credit. For further details, please refer to the full regulations governing AP(E)L, which appear in Section 4 of the Handbook of Academic Regulations.

### **Aims of the course**

The course aims to provide a learning environment in which you can engage in the study and practice of Animation for both personal development and for professional life. In this context the course aims to:

- Provide you with skills, knowledge, attributes and understanding in Animation practices and processes and applications
- To foster creativity, innovation, and a reflective and experimental approach to learning, study and practice.
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- To support you in developing intellectual and critical frameworks through which to site and develop your work and your understanding of Animation.
- To ensure that you are equipped with a range of key and professional skills which will support both your personal development and prepare you for professional life.

## 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.

## Learning Outcomes

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

### Knowledge and Understanding

**Level Four** serves as an introduction to many of the processes that support and inform animation. You will be encouraged to question and reflect on your work as well as examine the sources and contexts for current practices. Level 4 is a period of developing skills that enable you to communicate ideas and express meaning in visual terms.

**Level Five** enables you to build on your learning from level four. You will now be more confident and able to express your ideas and thinking. You will be invited to produce work which helps you to develop and explore your own approaches to animation.

**Level Six** is an accumulation and demonstration of your knowledge, abilities and understanding in animation expressed in your personal practice and dissertation. The professional practice aspect of the programme becomes increasingly focused at this level and the module; 'Professional Practice' includes work placement and ensures that you are equipped with the necessary skills for entering the professional markets for animation and the media.

## **Specific Skills**

*On graduation students should:*

- be able to demonstrate (through your personal practice) skills, abilities, knowledge and understanding that will enable you to work in a range of professional animation and media contexts
- possess a critically informed understanding of animation and be able to place your work within cultural and theoretical frameworks
- be able to respond flexibly, knowledgeably and imaginative to a range of communication and problem solving challenges and initiatives.
- possess key skills that enable graduates to work independently or as part of a team in a range of professional situations and contexts including further study at postgraduate level.

## **Key Transferable skills**

### **Self Evaluation:**

- Evaluate your own strengths and weaknesses, within set criteria
- Accommodate to change and uncertainty
- Benefit from the critical judgements of others and recognise your personal strengths and needs.
- Apply interpersonal and social skills to interact with others
- Apply independent judgement
- Respond to feedback
- Challenge opinion

### **Management of Information**

- Collect, organise and select information from a range of sources for research
- Comprehend, analyse, and contextualise information appropriately for specific tasks
- Analyse information and experiences to formulate reasoned arguments
- Select and employ communication and information technologies
- Implement appropriate research strategies

## **Communication**

- Articulate ideas and information comprehensively and effectively in visual written and oral forms
- Consult, debate negotiate and discuss ideas
- Use IT and other electronic forms of communication effectively
- Interact with others socially by sharing experience and knowledge

### **Problem Solving**

- Make plans
- Make decisions
- Think flexibly, creatively, divergently
- Use convergent, diagnostic and analytical thinking
- Use experimentation, prototypes and roughs to test ideas and find solutions to problems
- Identify, analyse and re-define problems

**Independent learning (autonomy)**

- Management of workload
- Management of time ; meeting deadlines
- Ability to reflect, analyse and make decisions based on self-evaluation
- Ability to organise and structure your own study and research
- Ability to work independently and formulate your own study programme

**Group Skills**

- working effectively and efficiently as part of a team
- collaborate and negotiate within the group dynamic
- support others and take responsibility
- delegate tasks and produce work for the group
- present ideas to others
- raise and address appropriate issues

**Learning Resources**

- Use a range of media, processes and materials for the production of visual work
- Use a range of learning resources
- Have knowledge of basic tools in digital imaging

**Career Management**

- Plan and focus development
- Self promotional and marketing strategies
- Create opportunities, enterprise and entrepreneurship
- Work with others, negotiate
- Self confidence and assertiveness
- Presentation skills
- Self-awareness
- Networking skills
- Coping with uncertainty
- Cultural, social and political awareness

**Learning, Teaching and Assessment Methods**



**Learning**

The course provides study skill workshops in learning for level four students as part of your induction, these workshops include support with essay writing if required. For foreign students who have difficulties with written English, there are modules within 'Polylang' (see Module Choice Information – University's Essential Guide) that can be taken as a 'free' module.

The learning culture that the course fosters is based on the principle of studio practice, that is students working and developing their practice in the dedicated studios on a regular basis (see Key Elements of the Programme).

**Independent Learning**

Students are increasingly encouraged towards learner autonomy. Being an independent learner means that you gradually take responsibility for your own study programme and personal development. This begins with meeting deadlines, being able to research and work in a self-initiated way and being able to collect and use resources and information.

Gradually as you become more confident and skilled you will be required to structure your own study programme, outline your own projects and be able to take more responsibility for decision making, self evaluation and managing information. By Level Six you will be less reliant on the opinions of others, be able to negotiate and reflect in an informed way and be confident in planning and directing your work and career plan. Good studentship is also part of being an independent learner, this includes regular attendance, professional and responsible behaviour when using equipment and resources, and respecting the rights and needs of other users and learners.

**Teaching****Personal tutorials**

You are allocated a Personal Tutor, and receive one personal tutorial per semester. The role of the Personal Tutor (as explained within the University's published guidelines) is to provide academic support, guidance and monitoring, and to direct students to more specialist pastoral support if necessary (see student support and guidance). In general terms your personal tutor oversees your development across a range of modules and will discuss with you aspects of progression, achievement and direct you to qualified advice in times of personal difficulty. Your personal tutor is allocated to you and is usually your level tutor. If you find this arrangement unsatisfactory, changes can be made. Although you are only allocated two tutorials per year, you can approach your personal tutor at any time and arrange additional tutorials when necessary.

**Assessment**

The BA (Hons) Animation and its intermediate awards operate in accordance with the University's Academic Regulations, including the Modular Framework for Undergraduate Courses and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland published by the Quality Assurance Agency for Higher Education (QAA).

All students should make sure that they have and keep for reference a copy of the current edition of the general University handbook called Essential Westminster, and the Handbook of Academic Regulations. The following course specific requirements should be read in conjunction with the Modular Framework for Undergraduate Courses and sections 11 to 19 of the Handbook of Academic Regulations.

The full texts of all Academic Regulations may be read on-line at the Academic Registrar's homepage at:

[www.wmin.ac.uk/academicregistrars](http://www.wmin.ac.uk/academicregistrars)

**Course Structure**

This section shows the modules available as part of the course and their credit value. Full-time Undergraduate students study 120 credits per year.

**Level 4 semester 1**

<b>Code</b>	<b>Title</b>	<b>credits</b>	<b>core or option</b>
TBC	Film 1	30	core
TBC	Theory of Practice 1 ( working title)	30	core

**Level 4 semester 2**

<b>Code</b>	<b>Title</b>	<b>credits</b>	<b>core or option</b>
TBC	Film 2	30	core
TBC	Theory of Practice 2 ( working title)	30	core

**Level 5 semester 1**

<b>Code</b>	<b>Title</b>	<b>credits</b>	<b>core or option</b>
TBC	Film 3	30	core
TBC	Theory of Practice 3 ( working title)	30	core

**Level 5 semester 2**

<b>Code</b>	<b>Title</b>	<b>credits</b>	<b>core or option</b>
TBC	Film 4	30	core
TBC	Theory of Practice 4 ( working title)	30	core

**Level 6 semester 1**

<b>Code</b>	<b>Title</b>	<b>credits</b>	<b>core or option</b>
TBC	research project ToP 5	30	core
TBC	research film Film 5	30	core

**Level 6 semester 2**

<b>Code</b>	<b>Title</b>	<b>credits</b>	<b>core or option</b>
TBC	Graduation film development ToP6	30	core
TBC	Graduation film Production Film 6	30	core

\* all Subject to revalidation approval

## Academic Regulations

The BA (Hons) Animation and its intermediate awards operate in accordance with the University's Academic Regulations and the *Framework for Higher Education Qualifications in England, Wales and Northern Ireland* published by the Quality Assurance Agency for Higher Education (QAA) in 2008.

All students should make sure that they access a copy of the current edition of the general University handbook called **Essential Westminster se** which is available at [westminster.ac.uk/essential-westminster](http://westminster.ac.uk/essential-westminster). The following regulations should be read in conjunction with the *Modular Framework for Undergraduate Courses* and relevant sections of the current *Handbook of Academic Regulations*.

A pass in a module is achieved when the overall mark is greater than or equal to 40%; with at least 30% in the final assessment and any qualifying marks and/or sets achieved as detailed in the module handbook.

## Condoned Credit

Condoned Credit at Level 3, Level 4 and Level 5

17.48 (i) Where a student fails to achieve an overall pass, but has been offered and attempted a referral opportunity(s) and achieved an overall mark greater than or equal to 30% in a module at Levels 3 or 4, the Referral Subject Board may decide at its discretion to award a condoned credit.

Note: The awarding of a condoned credit will only be considered by a Referral Subject Board, by which point the student will have had the opportunity to attempt the assessment twice. In such cases the recorded module mark will be 39%.

(ii) A student may only be awarded a condoned credit at the Referral Subject Board, where applicable, on the condition that the referral opportunity(s) as offered to the student has been attempted.

Note: Where a student has not attempted the referral opportunity(s) as offered by a Subject Board the student will not be eligible for a condoned credit and be expected to retake the module in question.

(iii) In order to meet award requirements, a student may be awarded condoned credit at Level 3 and Level 4 for modules worth no more than 45 credits. Modules with condoned credit awarded in addition to this must be retrieved in order to be eligible for the specified award.

(iv) Condoned credit is only available to students at Level 3 and Level 4. It is not available at Level 5 or Level 6, where students are required to pass 120 credits at each level.

(v) Condoned credit will count towards any credit limits for specified awards.

## Progression

To progress from Level 3 to Level 4 and from Level 4 to Level 5 in full time study, a student must pass at least 75 credits and achieved at least a condoned credit in each of the remaining modules worth 45 credits at Level 4; to progress from Level 5 to Level 6 full-time study, a student must pass at least 165 credits, including 75 credits at Credit Level 5.

To qualify for the award of **BA (Hons) Animation** a student must:

- a) Obtained at least 360 credits including:
  - passed 75 credits at Level Four or higher and achieved at least a condoned credit in each of the remaining modules worth 45 credits at Level 4; and
  - a minimum of 120 Credits at Level 5 or higher; and
  - a minimum of 120 credits at Level 6 or higher.

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**Support for Students**

On arrival, an induction programme will introduce students to the staff responsible for the course, the campus on which they will be studying, the Library and IT facilities and to the School Registry. Students will be provided with the Course Handbook, which provides detailed information about the course. Students are allocated a personal tutor who can provide advice and guidance on academic matters.

Learning support includes the Library which, across its four sites, holds print collections of 360,000 books, 1,600 journal subscriptions and substantial audio visual collections. Access to all resources including over 6,500 electronic resources (databases, e-journals, e-books, exam papers and links to recommended websites) is facilitated through Library Search, a new online service

There are over 3,500 computers spread over the four University campuses available for students use. The University uses a Virtual Learning Environment called Blackboard where students can access course materials and communicate with staff and other students via message boards.

At University level, Services for Students provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers and the chaplaincy providing multi-faith guidance. The International Office provides particular support for international students. The University of Westminster Students' Union also provides a range of facilities to support all students during their time at the University.

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**Reference Points for the course****Internally**

Undergraduate officer: Erica Spindler

**Externally**

External Examiner: Jonathan Hodgson

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**Quality Management and Enhancement**

### **Course approval, monitoring and review**

The course was initially approved by a University Validation Panel in 2002 . The Panel included internal peers from the University and external subject specialists from academia and industry to ensure the comparability of the course to those offered in other Universities and the relevance to employers. Periodic Course Review helps to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers.

The course is monitored each year by the School 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 outcomes from each Course Committee, evidence of student progression and achievement and the reports from External Examiners, to evaluate the effectiveness of the course. The Annual Monitoring Sub-Committee considers the School action plans resulting from this process and the outcomes are reported to the Academic Council, which has overall responsibility for the maintenance of quality and standards in the University.

### **Student involvement in Quality Assurance and Enhancement**

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways. The most formal mechanism for feedback on the course is the Course Committee. Student representatives will be elected to sit on the Committee to represent the views of their peer group in various discussions. The University and the Students' Union work together to provide a full induction to the role of the Course Committee.

All students are invited to complete a Module Feedback 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 Student Experience Survey which elicits feedback from students about their course and University experience.

Students meet with Review Panels when the periodic review of the course is conducted to provide oral feedback on their experience on the course. Student feedback from Course Committees are part of the Schools' quality assurance evidence base.

### **Course Committee**

Each Course Leader is responsible for organising a Course Committee. The Course Committee is the forum for students and staff to present their views on the operation and development of the course. As a formal Committee within the University's Committee Structure, the Course Committee provides an important mechanism for the collection and consideration of student feedback. The Terms of Reference and Composition of Course Committees are set out below. Any alternative mechanism approved for student-staff consultation e.g. for part-time students, should accord with these Terms of Reference and Composition.

## **Terms of Reference**

The Course Committee has responsibility for considering the effective management of the course, including enhancement of provision. The remit of the Course Committee covers the:

academic welfare of students, and specifically the course induction and the Personal Tutor system;

student feedback comment on course operation, curriculum content, teaching, study skills, support, assessment, facilities, library and computing support and administrative support;

monitoring information/comment on previous year's course audits, operation of course academic standards, i.e. the Course Leader's annual report plus 'progress statistics' of students enrolled, progressing, graduating (and withdrawing); summaries of External Examiners' reports; reports of Campus Review Panels and University Validation Panels or external bodies which accredit the course;

consultation on proposed changes to module content, assessment and/or course structure.

The Course Committee minutes provide a formal record for the Campus Academic Standards Group audit of School based monitoring in the next year, and periodic review (normally every six years).

### *Composition*

- elected student representatives, forming 40% - 50% of total membership, including representation from all modes of study and subject areas as far as possible
- Course Leader and/or Deputy Course Leader
- Dean of School or Head of Department
- full-time staff teaching the course, to include representatives of all major subject areas
- one member nominated by Information Systems & Library Services (ISLS)
- one member of administrative support staff nominated by the Campus Registrar

Total membership shall not exceed 30. The quorum shall be 40% of the approved membership.

Good practice in committee organisation indicates that:

The Course Leader should organise a pre-meeting for all student representatives in advance of the first Course Committee meeting of the session, and provide copies of the previous year's Course Committee minutes;

Agendas should be circulated one week ahead and put on course notice boards;

Meetings should be held at least once each semester but preferably twice;

A Secretary should be appointed at the first meeting of each academic year (staff or student);

Issues raised at the Course Committee should be reasonably representative of the student and/or staff group and not just of a minority;

Urgent practical problems (e.g. access to IT facilities or teaching rooms) are to be raised with the Course Leader and/or Head of Department in-between Course Committee meetings, rather than delayed;

issues raised at the meeting and decisions taken are recorded on an 'action list', and draft minutes or notes should be approved by the Chair and circulated within 3 weeks of the meeting and the list of actions reported back to the next meeting as 'Matters Arising'.

### **Course Management**

Typically, the management structure supporting the course is as follows:

- Course Leader, Course or Programme Director, responsible for day to day running and overall management of the course and development of the curriculum; some Schools have a Course or Programme Director who co-ordinates the work of colleagues where modules are shared by several different courses;
- Head of Department, holds academic responsibility for the course and other courses within the Department;
- Dean of School, holds overall responsibility for the course, and for the other courses run by the School;
- Campus Provost, holds overall responsibility for all Schools within the Campus, alongside their University-wide responsibilities.



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The course is monitored each year by the School 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 outcomes from each Course Committee, evidence of student progression and achievement and the reports from External Examiners, to evaluate the effectiveness of the course. The Annual Monitoring Sub-Committee considers the School action plans resulting from this process and the outcomes are reported to the Academic Council, which has overall responsibility for the maintenance of quality and standards in the University.

**Student involvement in Quality Assurance and Enhancement**

Student feedback is important to the University and student comment is taken seriously. Student feedback is gathered in a variety of ways. The most formal mechanism for feedback on the course is the Course Committee. Student representatives will be elected to sit on the Committee to represent the views of their peer group in various discussions. The University and the Students' Union work together to provide a full induction to the role of the Course Committee. All students are asked to complete a Module Feedback Questionnaire at 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 Student Experience Survey which provides valuable feedback about a range of University services.

Students meet with Review Panels when the periodic review of the course is conducted to provide oral feedback on their experience on the course. Student feedback from Course Committees are part of the Schools' quality assurance evidence base.

For more information about this course:

**Admissions Office:**

Jyoti Parmar

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.