UNIVERSITY OF FORWARD THINKING WESTMINSTER▦

PROGRAMME SPECIFICATION

Course record information

Name and level of final award:	**BA/BMus (Hons) Music: Production, Performance and Enterprise** Music: Production, Performance and Enterprise is a BA / BMus degree that is Bologna FQ-EHEA first cycle degree or diploma compatible.
Name and level of intermediate awards:	Diploma of Higher Education Certificate of Higher Education
Awarding body/institution:	University of Westminster
Teaching Institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	Harrow Campus
Language of delivery and assessment:	English
Mode, length of study and normal starting month:	Three years full-time. September start.
QAA subject benchmarking group(s):	Subject Benchmarks statements – Academic standards – Music QAA 2016
Professional statutory or regulatory body:	NA
Date of course validation/review:	2017
Date of programme specification approval:	2020
Valid for cohorts :	2020/21
Course Leader	Hussein Boon
UCAS code and URL:	W307 westminster.ac.uk/courses/undergraduate

Course Overview

The **BA/BMus Music: Production, Performance and Enterprise** degree equips students for successful and sustainable careers in all areas of the commercial and popular music industries. Students might enter the course with a combination of aspirations to being an artist, producer, performer, songwriter, composer, musicologist, journalist, DJ, technologist, entrepreneur, business specialist or educator - this course nurtures those aspirations whilst exposing students to complementary features of the music industries, empowering them to develop their own unique skill set and musical identity. Students may choose to enroll for the standard BA award, or optionally the BMus award which is intended for those who elect to take specialist modules associated with music performance and instrumental musicianship.

A fundamental objective of the course is to inspire all students to develop a breadth of expertise and experience in the critically connected fields of commercial music; those broadly being:

- Music production
- Music performance
- Music business/enterprise

Only by having knowledge and understanding of all three specific areas will students be sufficiently prepared for a sustained career in music. This course therefore facilitates students in gaining a wide range of embedded knowledge, whilst also enabling deep learning of personal specialisms. Graduates of this course are hence empowered to follow a specific future career path, whilst exhibiting the transferable skills required for employment in all areas of the music industry.

Underpinning the degree is a considered and thought-provoking programme of contextual studies, combining analysis of musicology, music cultures and music education. The course is designed to reflect the current demands of the global music industries, and to produce graduates with the attributes to shape those industries in the future. The course utilises state of the art performance and production facilities, ensuring that students are industry-experienced on graduation. Incorporating innovative teaching and tutoring methods, learning and assessment take place across both practical and theoretical areas of popular music to produce future-facing graduates equipped to succeed in the fast-changing world of music.

Throughout the course, a continuous focus on generating creative content is expected of all students. Songwriting, innovation, creative thinking and arts practice feature in all course modules alongside the development of business focused skills in entrepreneurship and commercial enterprise.

- Students specialising in music production will be taught by award winning music producers and experienced educators, who will guide them to develop not only as music technology experts, but also as content creators and copyright owners themselves.

- Music performance specialists will develop their composition and instrumental skills in both workshop and individual settings, augmented by the development of group performance capabilities and led by musicianship educators who maintain successful professional careers themselves.

- Students aiming to develop a deeper specialism in music business and enterprise will be guided by experts and active practitioners in music marketing, legislation and artist and label management.

As part of an arts dedicated campus, the course also offers unique opportunities to collaborate with students from other academic disciplines including film, TV, radio, fashion

and media, and provides networking opportunities with relevant professional societies and organisations.

Our music industry links in the thriving London music community allow us to provide guest lectures from leading professionals and maximise opportunities for graduates to begin their careers whilst on the course. Our graduates have excellent employment opportunities and success rates, but it is clear that entry into the music industry as a producer, performer or business specialist is highly competitive, with no guarantee of success. Hard work, persistence, innovation, adaptability, opportunities, synergies, collaborations, identity and networking are personal skills and endeavors that all students must be committed to develop and cultivate in order to be agile in the music world of employment and enterprise.

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:
westminster.ac.uk/courses/undergraduate/how-to-apply

Aims of the Course

The BA/BMus Music: Production, Performance and Enterprise course has been designed to:

- Enable students to develop creative music expertise across a range of disciplines, including production, performance, business, songwriting, composition, instrumental/voice development, musicianship, technology, arranging, and innovation in music;

- Nurture both a practical and theoretical understanding of the business of commercial music and the creative industries as a whole;

- Equip students for sustainable employability and entrepreneurial participation in commercial music markets both home and abroad;

- Empower students as lifelong learners and critical thinkers with the capability for analysis, experimentation, reflective practice and to lead their own continuous personal and professional development;

- Enable students to explore, develop and consolidate their own artistic brand and creative identity with respect to all aspects of commercial music;

- Develop students' critical understanding of the relationships between the music industry and the broad social, cultural and political environment in which it operates;

- Enable students to develop transferable skills applicable within a variety of music and other professional working environments;

- Enable students to define themselves within evolving professional music contexts and practices, with an emphasis on the benefits of collaboration and interdisciplinarity;

- Develop students' capacity to participate in contemporary musical, business and cultural debates;

- Enhance students' independence, self-motivation and leadership qualities;

- Prepare students for further study, research and knowledge transfer in fields related to commercial music and the creative industries;

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 Learning Outcomes: upon completion of Level 4 students will be able to

L4.1a Demonstrate specialist competencies in music production, business and enterprise (BA only) (KU)

L4.1b Demonstrate specialist competencies in music performance and instrumental musicianship (BMus only) (KU)

L4.2 Understand the relationship between music, the nature of musical product, its public reception and critical discourse with respect to music business and enterprise (KU)

L4.3 Use a range of technological approaches in the main domains of study including music creation, performance, business and musicology (GA)

L4.4 Explore the role of intellectual curiosity and innovation in fostering artistic and creative development (GA)

L4.5 Explore techniques and processes for devising, catalysing or other forms of creative activity in the development of musical ventures and products (PPP)

L4.6 Provide evidence of external engagement in the subject area (PPP)

L4.7 Demonstrate the ability to work independently with self-direction and critical self-awareness (KTS)

L4.8 Demonstrate the ability to work effectively and creatively within groups and specialist teams (KTS)

Level 5 Learning Outcomes: upon completion of Level 5 students will be able to

L5.1a Demonstrate music production and enterprise outputs, evidencing a theoretical approach and understanding (BA only) (KU)

L5.1b Demonstrate music performance and composition outputs, evidencing a theoretical approach and understanding (BMus only) (KU)

L5.2 Evidence the development of personal, artist, event and financial management strategies (KU)

L5.3 Evidence critical awareness of the complex relationship between musical creativity, the hegemonic music industry and associated political structures (GA)

L5.4 Demonstrate tangible artistic and creative development informed by intellectual curiosity and innovation (GA)

L5.5 Demonstrate skilled creative activity and the development of music products, which are enhanced by engagement with technology (PPP)

L5.6 Provide evidence of external engagement to build audiences and to develop network opportunities (PPP)

L5.7 Work effectively in groups to extend musical style, appreciate the importance of musical innovation and demonstrate leadership (KTS)

L5.8 Demonstrate familiarity with contracts, intellectual property and related aspects of administration in the music industry, and understand the importance of applying a professional business approach to conducting creative work (KTS)

Level 6 Learning Outcomes: upon completion of level 6 students will be able to

L6.1a Evidence expert and professional level capabilities in music production, business and enterprise (BA only) (KU)

L6.1b Evidence expert and professional level capabilities in music performance and composition (BMus only) (KU)

L6.2 Use planning strategies, conceptual development methods and critical tools to produce work that is situated within and critically engages with music practices in diverse contexts (KU)

L6.3 Employ effective strategies for independent research and be able to present articulate arguments on subjects directly relevant to artistic and career aspirations (GA)

L6.4   Manage study time and information, taking responsibility for your own learning, and apply critical reflection to this process (GA)

L6.5   Present evidence of professional engagement and the ability to exploit personal networks to implement successful business strategies (PPP)

L6.6   Display fluency in innovative use of audio and visual production and composition software to project a global musical brand (PPP)

L6.7   Work autonomously with critical industry awareness in developing new knowledge in areas of music creation, music business and musicology (KTS)

L6.8   Define, plan and manage their future artistic, creative and professional development (KTS)

How will you Learn?

Teaching on the course is dynamic to the needs of each module with strategies for teaching and learning published in each module handbook. The teaching and learning methods on the course include the following:

- Lectures to facilitate knowledge exchange and as a springboard for students' research and discussion on a given subject.

- Seminars to support students' deeper comprehension of knowledge through small group discussions of detailed theoretical content, techniques, ideas and peer review of creative outputs.

- Individual tutorials are used to support individual projects and to provide one-to-one supervision towards students'' specific and personal learning needs.

- Role-playing games, mock negotiations and real public engagements on musical tours underline our philosophy that students learn best by doing.

- For performance specialist students, instrumental/vocal workshops for small groups of students to develop instrumental ability and repertoire tutored by specialist instrumental staff; ensemble workshops to develop group performance skills and the development of repertoire supporting both performance and other areas of creative outputs; musicianship classes to further develop musical listening and thinking skills.

- For production specialist students, studio workshops, expert masterclasses and lab based sound manipulation assignments enable learning of professional level practical skills.

- For business specialist students, creative business workshops, business ideas and strategy development classes including guest masterclasses and live projects enable learning directly relevant to the industry.

The teaching methods of the course embrace independent learning and encourage a self-motivated student who will respond to informal and formal teaching and learning practices. Students are expected to continue to advance their knowledge and understanding by

researching within their specialism and networking inside the music industry to develop their abilities and understanding to high professional level. Examples of independent learning methods used on the course include:

- Independent research used for student led project work usually involving gathering and researching recordings, videos, performances, publications and other sources of information and making contact with professional organisations within the music industry.

- Learning contracts are used in some modules to formalise the agreement of work plans negotiated between the student and module leader/tutor.

- Learning within industry, enabling students to develop and reflect on their personal external experiences (whether employed or voluntary) in order to develop a critical understanding of professional practice.

How will you be Assessed?

The assessment strategy for the Westminster School of Media Arts and Design is intended to develop teaching and learning at all levels and to consolidate the relations between course aims, the curriculum, teaching and learning methods, module learning outcomes and assessment processes in all courses within the School.

Our Assessment Strategy aims to:

- Match assessment rationale against module outcomes
- Standardise assessment procedures which encourage student involvement and support student learning
- Encourage innovation in assessment processes
- Commit appropriate resources to assessment processes
- Make effective use of staff time
- Secure documentation of work for future reference
- Formalise the role of External Examiners in our assessment processes
- Encourage course teams to engage in critical reviews of these processes
- Consolidate how the School monitors the effectiveness of its assessment processes

Assessment Rationale

Assessment methods and processes are intended to identify and evaluate student learning for both students and staff and to encourage a self-reflective and critical appreciation by students of their own development. Response to student work is a significant aspect of learning and all summative forms of assessment will be accompanied by written feedback conforming to campus guidelines to ensure that students have the opportunity to apply this critique to their subsequent studies.

Particular attention will be given to ensuring feedback on final modules to inform students' professional aspirations. Assessment is intended to provide an indication of learning for students, staff, higher education authorities, professional bodies and other external organisations.

Assessment Methods

Assessments occur at both formative and summative stages of modular learning and use a variety of methods. Common across all modules is specific information detailing the assessment requirements, processes and marking criteria, and students will be made aware of the relevance of these in each module's teaching methodology and learning outcomes.

The design of a module's assessment is related to the type of teaching and learning organised within the module, the learner outcomes and the level of the module. Our assessment design aims to be inclusive and our methods aim to acknowledge those who have study skills difficulties by providing suitable alternative methods where possible.

Modules may use many different methods of assessment, and may use a range of methods if several different pieces of coursework are required. In particular, the following assessment methods are utilised on this course:

- Oral / visual presentations - to seminar groups, to tutor groups
- Formal written reports / essays / dissertations
- Proposals and learner contracts
- Literature reviews
- Informal written material - notebooks, workbooks, logbooks
- Written self-evaluation
- Time-constrained class tests / examinations
- Individual projects / portfolios
- Group projects
- presentation of creative work in public and online
- Presentation of creative work to external specialists
- Case studies
- Work placements

Assessment Processes

The assessment process varies both between modules and within modules depending on student numbers, type of coursework required and opportunities for interaction. Processes vary from that of coursework being assessed by staff without the student being present, to group discussions with the participation of several students and staff. Where possible, students and staff come together for the assessment process as it is considered to be an important aspect of learning and an opportunity to share views regarding the qualities of coursework and the ways in which learning outcomes can be achieved.

Assessment Procedures

During induction week, all students are given a Course Handbook that provides details of the assessment criteria and regulations that are applied by the course team. Where the regulations differ from those set by the University, these will be separately validated and referenced as course specific regulations.

At the start of each module students are provided with the following:

- A Module Guide detailing the content of the module, learning outcomes, coursework requirement and assessment methods
- Details of the assessment methods and criteria for each part of the coursework

- The schedule of coursework assignments, including methods and dates of submission, coursework return and tutor feedback deadlines
- This information is either provided in the Course Handbook or made available as a separate module document available via the University intranet system, Blackboard.

Assessment Criteria

Assessment criteria are used to evaluate the extent to which the student has understood and applied the module syllabus through their achievement of the learning outcomes. These criteria or guidelines focus on a range of skills, for example the development of technical, creative, conceptual and intellectual skills; the application of such skills in the production of coursework relevant to the module; the capacity for self-managed learning and the capacity for analysis and self-reflection.

Assessment criteria are module specific and applied to coursework, tests and exam material submitted for that module. The design of assessment criteria is generally informed by University standards; however, the course team or Module Leader will have identified criteria relevant to the particular learning outcomes for the module, and, after validation, these will be published as part of the module information and will form the guidelines for assessing the student's work. Feedback given to students will relate the student's work to the module learning outcomes and the assessment criteria.

Synoptic Learning

The course is substantially and implicitly synoptic, meaning that learnings and creative artefacts developed in one module, will be valuable and necessary for further development and evaluation in parallel or future modules. For example, a single artefact of recorded music can be appraised and utilised in many course modules to:

- evaluate the quality of composition and songwriting
- evaluate the quality of musical performance
- evaluate the technical and creative qualities of the music production
- provide a case study for experimenting with marketing and distribution platforms
- provide the creative materials for a genre specific remix
- explore the cultural placement and audience response to the student's original music
- provide original digital audio artifacts which enable a unique live performance
- identify and evaluate legal and contractual issues of the recorded artefact

While synoptic learning is implicit and encouraged, it is also important for students to continuously generate new and improved creative artifacts which reflect on prior work and implement learnings. It is therefore necessary for students and tutors to ensure that no piece of work is assessed for the same purpose on more than one occasion.

Changing Specialist Pathways

Students will enroll on the degree with a chosen specialist pathway; Music Production, Music Performance or Music Business and Enterprise. The chosen specialism will be indicated by the student at the point of application and by the type of portfolio of prior achievements which they chose to submit. In the event of students requesting a change of specialist pathway after a formal offer has been made or post-enrollment, the requirements for modification are as follows for different stages of the degree:

- **Prior to enrollment at University of Westminster:** students wishing to change specialist pathway prior to enrollment will be requested to submit a modified application portfolio relevant to the updated pathway choice.

- **Within four weeks of enrollment at Level 4:** students wishing to change specialist pathway prior to enrollment will be requested to submit a modified application portfolio relevant to the updated pathway choice. After week 4 of Level 4, students will not be permitted to change pathway until the start of Level 5.

- **Level 5:** students wishing to change pathway at the start of Level 5, will be required to indicate this during semester 2 of their Level 4 studies. The change of pathway will be processed during the annual module registration period, which typically opens during March, part way through Semester 2. Students wishing to transfer at this stage will have to submit a portfolio of work or attend a performance audition that is relevant to the new pathway of registration. Students will be expected to evidence that their skills and knowledge in the chosen pathway field are commensurate with those of a completing Level 4 student of that specialism.

- **Level 6:** students are encouraged to confirm their specialist pathway for the start of Level 5 and hence are discouraged from changing pathway at Level 6. However, if a student wishes to transfer their specialism at this stage, as for Level 5 above, the change of pathway will be processed during the annual module registration period, which typically opens during March, part way through Semester 2. Students wishing to transfer pathways at Level 6 will have to submit a portfolio of work or attend a performance audition that is relevant to the new pathway of registration. Students will be expected to evidence that their skills and knowledge in the chosen pathway field are commensurate with those of a completing Level 5 student of that specialism.

Direct Entry to Level 5 or Level 6

Students who are direct entrants at Level 5 or Level 6 will need to demonstrate a relevant portfolio for their chosen specialism. The portfolio should evidence that their skills and knowledge in the chosen pathway field are commensurate with those of a completing Level 4 or Level 5 student of that specialism (as applicable). Direct entry students will also need to participate in an applicant interview either in person or by telephone.

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.

Course structure

This section shows the core and optional 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.

Credit Level 4				
Module code	**Module title**	**Status**	**UK credit**	**ECTS**
4MUSH006W	Artist Development	Core	20	10
4MUSH003W	Music In Context	Core	20	10
4MUMN006W	Introduction to the Music Industries and Entrepreneurship	Core	20	10
4MUPR005W	Recording Techniques	Core	20	10
4MUPR006W 4MUMN007W	Producing Music (Core for Production pathway) Music Business and Enterprise (Core for Enterprise pathway)	Core (BA)	20	10
4MUSH007W	Performance and Musicianship 1 (Core for Performance pathway)	Core (BMus)	20	10
4MUSH004W	Individual and Professional Development 1	Option	20	10
Various	Westminster / Faculty Elective Module (Semester 2)	Elective	20	10
Award of Certificate of Higher Education available				
Credit Level 5				
Module code	**Module title**	**Status**	**UK credit**	**ECTS**
5MUSH005W	The Artist: Product and Persona	Core	20	10
5MUPR005W 5MUMN006W	Studio and Live Production (Core for Production pathway) Live Music Management (Core for Enterprise pathway)	Core (BA)	40	20
5MUMA002W	Music Marketing Technologies	Core	20	10
5MUSH009W	Working in Music	Core	20	10
5MUSH008W	Performance and Musicianship 2 (Core for Performance Pathway)	Core (BMus)	40	20
5MUSH004W	Individual and Professional Development 2	Option	20	10
Various	Westminster / Faculty Elective Module (Semester 2)	Elective	20	10
Award of Diploma of Higher Education or Foundation Degree available				
Credit Level 6				
Module code	**Module title**	**Status**	**UK credit**	**ECTS**
6MUSH001W	Final Major Project	Core	60	30
6MUPR001W 6MUMN001W	Music Production Specialism (Core for Production pathway) Music Business Specialism (Core for Enterprise pathway)	Core (BA)	20	10
6MUSH007W	Music Performance Specialism (Core for Performance pathway)	Core (BMus)	20	10
6MUMN002W	Music Contracts and Intellectual Property	Option	20	10
6MUSI006W	Research Essay	Option	20	10
Various	Westminster / Faculty Elective Module (Semester 2)	Elective	20	10
Award BMus Honours / BA Honours available				

Please note: Not all option modules will necessarily be offered in any one year.

Academic Regulations

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

How will you be Supported in your Studies?

Course Management

The course will be managed by a dedicated Course Leader (CL) and two Deputy Course Leaders (DCL). Each will take a different lead responsibility towards student induction, progression, satisfaction and employability and so will be collectively responsible for ensuring all aspects of equality and excellence on the course. The CL and DCLs, along with a student's individual personal tutor and specific Module Leaders will be an approachable first point of contact for any course or personal issues related to studying at the University of Westminster and on this 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.

You will be allocated a personal tutor at the beginning of your studies who will support you throughout your student journey easing the transition into Higher Education through to higher levels of study.

Academic and Personal tutoring involves fostering academic partnerships, with mutual expectations, between tutors and students. Tutors will provide proactive, personalised academic and pastoral support to help your academic, personal and professional development. We see students as co-creators in this academic partnership taking responsibility for their own development by fully engaging with tutoring arrangements to optimize their learning experience.

As such, you will have scheduled mandatory, individual meetings with your tutor who will provide you with regular feedback on your academic progress. Tutors can also advise you on the educational coherence of your module choice, assessment procedures, regulations and University structures, and educational support needs advising on appropriate provision available.

You will also have continuous pastoral support throughout your time at University and can see your tutor either by appointment or in designated office hours. Your tutor can provide a link to specialist support available through University Services and refer you for more specialised pastoral guidance as appropriate to the School Senior Tutor, Disability Services,

Counselling Services, Registry and/or other Services for Students. It is important that you seek and ask for advice earlier rather than later.

More information is available from the Student Hub on Personal Tutoring which can be found at: https://www.westminster.ac.uk/current-students/support-and-services/personal-tutors

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.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students[1] 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 at their Faculty. 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 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.

Careers Support

From the very start of your studies, the Careers and Employability Services department is committed to supporting your career progression by offering a wide range of developmental opportunities, combined with up to date, tailored careers information, advice and guidance. Our experienced careers staff are able to work with you to reflect on your career goals and plan how to get the most from your time at the University of Westminster, to access a range of work based learning opportunities including work experience, part-time jobs, volunteering and mentoring, before supporting your transition into employment with personalised job hunting, CV, application and interview advice.

The University uses an online management system called Engage, which offers access to a variety of events and activities led by employers and careers and employability staff, extensive part-time, work experience and graduate vacancy lists, comprehensive careers information and advice and one to one careers appointments. These services are also available to you for up to 3 years after you graduate.

How do we Ensure the Quality of our Courses and Continuous Improvement?

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[1] Students enrolled at Collaborative partners may have differing access due to licence agreements.

The course was initially approved by a University Validation Panel in 2017. 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 Faculty 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 Course Committees, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. Each Faculty puts in to place an action plan. This may for example include making changes on the way the module is taught, assessed or even how the course is structured in order to improve the course, in such cases an approval process is in place.

A Course review 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 review panels to provide feedback on their experiences. Student feedback from previous years e.g. from Course Committees 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. Student 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 student representatives.

• There are also School Staff Student Exchange meetings that enable wider discussions 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.