

<b>Programme Title and Name of Award</b>	BA (Hons) Dance		
<b>Professional Qualifications / Accreditation</b>	N/A		
<b>Academic Level</b>	6	<b>Total Credits</b>	360
<b>UCAS Code</b>	W400	<b>JACS Code</b>	W410
<b>Criteria for Admission to the Programme</b>	<p>The University's standard criteria for admissions apply. Please refer to the <a href="#">Applicant Information</a> pages of the University website for more information.</p> <p>For Accredited Prior Learning (<a href="#">APL</a>), students will have to complete an audition and an interview in which their aptitude for, and ability to, complete the course will be assessed on an individual basis. Based on this assessment and following an in depth discussion, students may normally progress onto the following levels.</p> <p>Initial qualifications should be in the subject area or closely related subject area, the students is seeking entry into.</p> <p>HNC - entry into level 5 HND - entry into level 6 FdA - entry into level 6</p> <p>Where students have completed other qualifications in the performing arts, these will be reviewed and mapped against Indicative Learning Outcomes (ILO's) for each module.</p> <p>For further information please refer to the University website.</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage: <a href="http://www.cumbria.ac.uk/study/courses/undergraduate/dance/">http://www.cumbria.ac.uk/study/courses/undergraduate/dance/</a></p>		
<b>Teaching Institution</b>	N/A		
<b>Owning Department</b>	University of Cumbria Institute of the Arts (UCIA)		
<b>Programme delivered in conjunction with</b>	N/A		

<b>Principal Mode of Delivery</b>	Face to Face,
<b>Pattern of Delivery</b>	Full Time, Part Time,
<b>Delivery Site(s)</b>	Brampton Road, Carlisle
<b>Programme Length</b>	3 - 5 Years
<b>Higher Education Achievement Report (HEAR)</b>	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).
<b>Exit Awards</b>	<p>You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme.</p> <p>BA Dance</p> <p>Dip HE Dance</p> <p>Cert HE Dance</p>

## **Programme Features**

The University of Cumbria Performing Arts subject area has achieved national acclaim for its innovative, industry-appropriate programmes. This BA (Hons) degree is formed around a spine of practical, project-based modules constituting two-thirds of the programme content in all instances. The remaining one-third of provision contextualises the programmes within the greater reach of the arts, the academy, economy and society. The programmes are firmly and appropriately located within academic and professional paradigms. Academic and economically relevant employability skills are integrated throughout the modules. Assessments comprise traditional academic and/or industry-relevant tasks. The courses facilitate the discovery of the art form, developing individual and group-based skills in a variety of performance contexts, genres and media, while engaging in critical reflection and further theoretical investigation of historical, economic, social, political and artistic and ethical values and practices in context.

This exciting new programme offers an intensive and innovative practice-based investigation and development of the professional skills and attributes of Dance. It promotes praxis – the cyclical interactions of theory and practice. Praxis is seen as examining the interlinking relationship between thought, feeling and action. This programme fosters multiple skills for employment, through its inventively structured design, learning, teaching, and assessment strategies in addition to offering scope to explore individual creativity through closely mentored self-directed project work. Experiential learning is a key component of the programme, providing students with the opportunity to embody/explore a variety of roles. The course creates, where relevant, a real-world environment, employing industry renowned practitioners to reinforce this experience. Rehearsal processes model professional practice. All productions are open to the public encouraging students to place economic, social and artistic value on their work and firmly entrench these values within the context of the creative industries. The practitioners offer excellent potential for networking; often resulting in a successful transition into employment at the end of three years of study.

The majority of the programme is delivered through showings, performances, and productions and is interwoven with highly relevant practical opportunities to explore theoretical approaches

to a range of disciplines. Theory-based content is designed to enhance preparedness for employability and replicates a variety of modes and formats that mirror professional contexts (e.g. verbal, digital and written proposals and presentations; on-going critical reflection; CV's, show-reels marketing and branding; analytical, appreciation and debating skills etc.). Tutor guidance is provided throughout the programme to creatively assist students in the development of these vital life skills. Confidence in performance is a central element of this programme and therefore numerous productions are open to the public and/or performed in alternative community venues. The programme strongly emphasises collaboration, interpersonal skills, communication skills, and decision-making and has been designed to aid the progressive development of autonomy, responsibility and creative business acumen that match expectations in the industry. The programme encourages positive personal and artistic discovery and allows students to build on existing acting skills. Most of all, the programme is intended to inspire students to enjoy learning and support them in their preparation for life after university through a vast array of transferable skills. Wherever possible, teaching promotes equality and treating everyone with equal dignity and worth, while also raising individual aspirations and supporting achievement for people with diverse requirements, entitlements and backgrounds. The environment for learning anticipates the varied requirements of learners, and aims to ensure that all students are given access to educational opportunities, skills development and learning. The University EDI statement states that the nature of the University campuses, comprising a mix of styles and ages of buildings, brings challenges in terms of accessibility at all sites and EDI needs to be embedded at the early stages of any developments, refurbishments or new buildings. A level of support is available to students with disabilities and/or learning difficulties in order for them to achieve their highest potential by means of reasonable individual adjustments wherever necessary.

## Aims of the Programme

The overall aims of the Programme are:

**Aim 1:** The development and acquisition of practical Dance skills informed by a clear understanding of current practice through both embodied knowledge and practice as research

**Aim 2:** The development and acquisition of knowledge of Dance , including an awareness of the social and cultural contexts in which performance is created through processes of research, action, reflection and discussion

**Aim 3:** A research informed practical understanding of the different ways available to Dance to realise creative work in the contemporary professional performing and creative arts arena

**Aim 4:** A research informed understanding of the ways in which Dance skills are developed collaboratively in rehearsal to produce public performances

**Aim 5:** The ability to contextualise and evaluate Dance activities

## Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring

the academic standards of the University's provision.

At Level 4: (Usually Year 1 undergraduate), you will be able to demonstrate that you have the ability:

- To apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles and deploy a range of subject specific, cognitive and transferable skills.
- Evaluate the appropriateness of different approaches to solving well defined problems and communicate outcomes in a structured and clear manner.
- Identify and discuss the relationship between personal and work place experience and findings from books and journals and other data drawn from the field of study.

At Level 5: (Usually Year 2 undergraduate), you will be able to demonstrate that you have the ability:

- To apply and evaluate key concepts and theories within and outside the context in which they were first studied.
- Select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem solving strategies to problems in the field of study and in the generation of ideas effectively communicate information and arguments in a variety of forms.
- Accept responsibility for determining and achieving personal outcomes.
- Reflect on personal and work place experience in the light of recent scholarship and current statutory regulations.

At Level 6: (Usually Year 3 undergraduate), you will be able to demonstrate that you have the ability:

- To critically review, consolidate and extend a systematic and coherent body of knowledge.
- Critically evaluate concepts and evidence from a range of resources.
- Transfer and apply subject-specific, cognitive and transferable skills and problem solving strategies to a range of situations and to solve complex problems.
- Communicate solutions, arguments and ideas clearly and in a variety of forms.
- Exercise considerable judgement in a range of situations.
- Accept accountability for determining and achieving personal and group outcomes.
- Reflect critically and analytically on personal and work place experience in the light of recent scholarship and current statutory regulations.

## **Programme Outcomes – Knowledge and Understanding**

The programme provides opportunities for you to develop and demonstrate the following:

**After 120 credits of study (BA Hons) you will be able to demonstrate:**

**K1.** Imagination and creativity stemming from the capacity for independent judgement and the awareness of the social and ethical implications of your work;

**K2.** Skills in dance, and to locate their educational experience within a broader contemporary,

social and economic perspective;

**K3.** Practical rehearsal and performance skills in acting through embodied learning, critical consideration;

**After 240 credits of study (BA Hons) you will be able to demonstrate:**

**K1.** Imagination, creativity, and innovation stemming from the capacity for independent judgement and the awareness of the social and ethical implications of your work;

**K2.** Advanced skills in dance, and to locate their educational experience within a broader contemporary, social and economic perspective;

**K3.** Practical rehearsal and performance skills in Dance through embodied learning, critical consideration;

**K4.** Cultural entrepreneurship within a variety of contexts drawing on concepts from a wide and diverse range of disciplines both in performance-based and additional fields of study.

**After 360 credits of study (BA Hons) you will be able to demonstrate:**

**K1.** Imagination, creativity, and innovation stemming from the capacity for independent judgement and the awareness of the social and ethical implications of your work;

**K2.** Proficiency in Dance, and to locate their educational experience within a broader contemporary, social and economic perspective;

**K3.** Practical rehearsal and performance skills in Dance through embodied learning, critical consideration, practice as research and theoretical research;

**K4.** Cultural entrepreneurship within a variety of contexts drawing on concepts from a wide and diverse range of disciplines both in performance-based and additional fields of study.

**Programme Outcomes – Skills and other Attributes (including Employability Skills)**

The programme provides opportunities for you to develop and demonstrate the following:

**After 120 Credits of study on the BA (Hons) you will demonstrate:**

**S1.** Performance skills for dance, along with simultaneous application of transferable skills;

**S2.** Imaginative approaches to problem solving through inquiry, understanding and judgement in a broad variety of contexts and through utilisation of subject-specific vocabulary;

**S3.** Networking and communication skills, using independent and group approaches effectively and building support for ideas with potential collaborators and/or future employers;

**S4.** Participatory engagement, planning and organisation, personal creativity, innovation, self-motivation, self-discipline and flexibility.

**After 240 Credits of study on the BA (Hons) you will demonstrate:**

**S1.** Performance skills for dance, along with simultaneous application of transferable skills;

**S2.** Imaginative approaches to problem solving through inquiry, understanding and judgement in a broad variety of contexts and through utilisation of subject-specific vocabulary;

**S3.** Networking and communication skills, using independent and group approaches effectively and building support for ideas with potential collaborators and/or future employers;

**S4.** Participatory engagement, planning and organisation, personal creativity, innovation, self-motivation, self-discipline and flexibility.

**S5.** Varied approaches to observational, research, comprehension, critical, evaluative and communication skills;

**S6.** Sustainability, autonomy, and self-actualisation.

**After 360 credits of study BA (Hons) you will be able to demonstrate:**

**S1.** Performance skills for Dance, along with simultaneous application of transferable skills;

**S2.** Imaginative approaches to problem solving through inquiry, understanding and judgement in a broad variety of contexts and through utilisation of subject-specific vocabulary;

**S3.** Networking and communication skills, using independent and group approaches effectively and building support for ideas with potential collaborators and/or future employers;

**S4.** Qualities of leadership, participatory engagement, planning and organisation, personal creativity, innovation, self-motivation, self-discipline and flexibility.

**S5.** Varied approaches to observational, research, comprehension, critical, evaluative and communication skills;

**S6.** Sustainability, autonomy, and self-actualisation.

### **External and Internal Reference Points**

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

QAA Benchmark Statements for Dance, Drama and Performance (2015)

### **Teaching, Learning and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated**

The BA(Hons) course places student learning at the centre. The programme facilitates learning that is experiential, creative and sustainable. It brings together theory and practice in a powerful combination to provide an educational experience that is inspirational for students and relevant to their future aspirations.

The programme embraces innovative approaches to learning, teaching and assessment: It encourages high-quality, flexible learning opportunities that meet the needs of the students. The programme is designed to be accessible and inclusive through flexible delivery and the appropriate use of learning technology to support a high-quality student experience. It uses proven and innovative teaching methods, we will ensure that students develop the skills necessary to the contemporary professional environment.

Working together, staff and students will review and enhance the provision of all learning opportunities and teaching practices on a systematic basis with our partners to ensure they remain up to date and fit for purpose.

- Tuition is predominantly practical, allowing you to learn by doing. Delivery is based on the notion of theory and practice being intrinsically linked, and as such the theory is innovatively taught through practical workshops, demonstrations, showings performances and productions. The theory is supported by both the use of the university VLE,

(incorporating video, wiki's, blogs, social media and discussion boards), and through specific modules at each level of study, in accordance with university standards. You will demonstrate your understanding of the theoretical contexts through a variety of creative formative and summative assessments that have been designed in line with industry benchmarks. Performances and productions are taught by industry-based specialists who direct productions at levels 5 and 6. The practitioners deliver these productions in intensive blocks, meaning that you are able to focus on one production at a time whilst developing a broad basis of theoretical understanding, awareness and vocabulary. The programme has numerous skills for employment and entrepreneurship embedded in each module. As well as industry specific skills the curriculum enhances transferable skills. Skills such as communication (written, verbal and non-verbal), organisation, working to deadlines, group work, empathy, listening, time-management and people management to mention but a few, are enhanced on these programmes.

- Further information will be provided through a variety of avenues in order to develop knowledge and understanding of discipline-specific expectations for each module. This may include, advice for industry expectations regarding appropriate personal and group presentation; appearance for audition, rehearsal studio, technical theatre workplaces and/or alternative environments and clothing/equipment guidance for each module. This also aims to assist employability and transitional expectations for entering industry-based contexts.
- The programme is centred on the philosophy of experiential learning and assessment for learning. We teach through practical and experimental workshops leading towards creative sharing, which help to develop collaborative, reflexive and supportive practitioners. This programme reinforces 'theory informing practice' using a variety of creative assessment methods, including performances, presentations, proposals, portfolios, wikis, blogs, viva voce, reports, and essays.
- The approach to formative assessment changes as the programme progresses. In the first year the emphasis is on making sure that you understand the work, breaking down projects into achievable steps, helping you focus on the task and identifying areas you need to develop. Later, the emphasis shifts to setting targets and monitoring progress, promoting collaboration and encouraging shared ownership. In the third year of the programme formative assessment promotes autonomy, independence and professionalism: you guide the staff regarding the support and guidance you need. Throughout, the focus is on the development of skills, strategies for learning and time management.

The programme has been designed to:

- Promote the development of the individual and foster an understanding of their own creativity in partnership with staff and industry professionals
- Maximise the value of contact time and enhance learning through links to online resources - we have greatly increased our use of the University's core learning technologies by embedding the VLE into all modules.
- Link modules both within and across years to foster an increasing independence and ownership of learning.
- Adopt a variety of creative assessment patterns and tasks appropriate for the learning outcomes.

Develop a cohesively considered transition for the individual from education to employability and/or further study within a challenging professional and economic environment.

## Student Support

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including tutorials and other support as outlined in the Personal Tutor Policy. You will undergo a technical induction in the theatre and other technical resource areas applicable to your course.

### Library and Student Services (LiSS)

Library and Student Services (LiSS) offer a wide range of support, including; access to library learning resources, academic skills, careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via our [help is at hand](#) search.

The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Learning Enhancement Advisers within LiSS. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual.

Module leaders will collaborate with LiSS advisers to ensure that your reading lists are current and items are available via the library collections. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of great electronic and print content using [OneSearch](#) and you can find out more about key texts and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading lists will be made available to you electronically using the university's [online reading list system](#).

**In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by LiSS Advisers:**

#### Headstart

Head Start is a self-learning pre-entry module that is completed online and at your own pace. The module gives new undergraduate students an opportunity to prepare for their transition into university and to start to develop the academic skills that will help them become successful students.

All UG students are given the opportunity to register and complete Head Start prior to entry on their main programme of study. If you haven't been able to complete Head Start before starting your course, you can access the module via Blackboard by selecting the Skills@Cumbria tab and then the Head Start tab in the bottom right hand corner. Learning at university, academic writing and referencing are the key topics introduced in the module and previous students have told us how useful they have found the online resources and activities.

#### Head Start Plus

Head Start Plus is also an online skills development course, designed to support students who are about or who have just started study at level 5 or 6 (2<sup>nd</sup> and 3<sup>rd</sup> year undergraduate). This course is particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

This course is free and available via the Open Education Platform powered by Blackboard. To access the course, follow the link to <https://openeducation.blackboard.com/cumbria> and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

### **PASS**

[PASS](#) is a group mentoring scheme running in a number of programmes at the university. It matches first year students with second and third year PASS Leaders who are able to offer a unique source of support in helping new students through the transition into university study. PASS Leaders undergo specific training that gives them an excellent opportunity to widen their skill-set, whilst also allowing for student-led study sessions that are mutually beneficial to PASS participants and PASS Leaders alike.

Contact your course tutor to find out if PASS is available on your programme. If you are interested in setting-up PASS on your course or would like to become a PASS Leader then contact [pass@cumbria.ac.uk](mailto:pass@cumbria.ac.uk)

### **Cumbria Mentor Scheme**

This is the university's one-to-one voluntary mentoring scheme, traditionally matching individual first year students with second and third year Cumbria Student Mentors; however, any student may request a mentor if needed. This scheme provides unique pastoral support to new students during their transition into university life. It is also a great opportunity for more experienced students to broaden their own skill-set through the specific training all new mentors undergo, and through the practices they will utilise throughout the mentoring process. If you would like to be put in touch with a mentor or are interested in becoming a mentor yourself, contact [melanie.bakey@cumbria.ac.uk](mailto:melanie.bakey@cumbria.ac.uk)

### **Career Ahead**

Career Ahead is the University's Employability Award that is accessible to all of our students regardless of level or programme of study. Available free through the Careers Team in LiSS, the award gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set and reflect on their experiences. It also offers the opportunity to participate in exclusive programmes and activities with real life employers. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students' engagement in extra curricula activities such as volunteering, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register email [careerahead@cumbria.ac.uk](mailto:careerahead@cumbria.ac.uk).

<b>Programme Curriculum Map<sup>1</sup></b>					
<b>Academic Level</b>	<b>Module Code</b>	<b>Module Title<sup>2</sup></b>	<b>Credits</b>	<b>Module Status<sup>3</sup></b>	<b>Map to Programme Outcomes<sup>4</sup></b>
4	PERF4405	Core Dance Skills	20	Compulsory	K1, K2, S1, S2, S3, S4, S5
4	PERF4406	Complementary Dance Skills	20	Compulsory	K1, K2, K3, S1, S2, S3, S4, S5
4	PERF4407	Choreographic Studies	20	Compulsory	K1, K2, K3, S1, S2, S3, S4, S5
4	PERF4408	Devising for Dance and Physical Theatre	20	Compulsory	K1, K2, K3, S1, S2, S3, S4, S5
4	UCIA4101	Institution of the Arts in our Time (Performing Arts)	20	Compulsory	K1, S2, S3, S4, S5, S6
4	UCIA4102	Reflection/Review (Performing Arts)	20	Compulsory	K1, K2, K3, S1, S2, S3, S4, S5
5	PERF5423	Skills Development in Dance	40	Compulsory	K1, K2, K3, K4, S1, S2, S3, S4, S5
5	PERF5406	Key Teaching Practices in Dance	20	Compulsory	K1, K2, K3, K4, S1, S2, S3, S4, S5
5	PERF5422	Dance Theatre Performance	40	Compulsory	K1, K2, K3, K4, S1, S2, S3, S4, S5
5	UCIA5102	Working in the Creative Industries (Performing Arts)	20	Compulsory	K1, K2, K3, K4, S2, S3, S4, S5, S6

Programme Curriculum Map <sup>1</sup>					
Academic Level	Module Code	Module Title <sup>2</sup>	Credits	Module Status <sup>3</sup>	Map to Programme Outcomes <sup>4</sup>
6	PERF6413	Advanced Practice in Dance	40	Compulsory	K1, K2, K3, K4, S1, S2, S3, S4, S5, S6
6	PERF6404	Final Production (Dance)	40	Compulsory	K1, K2, K3, K4, S1, S2, S3, S4, S5, S6
6	UCIA6101	Theory & Research Methods in the Performing Arts	20	Compulsory	K1, K2, K3, K4, S2, S3, S4, S5, S6
6	UCIA6102	Performing Arts Dissertation	20	Compulsory	K1, K2, K3, K4, S2, S3, S4, S5, S6

<sup>1</sup> This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Process.

<sup>2</sup> Please refer to the relevant programme webpage on the University's website for summaries of the individual Module Aims.

<sup>3</sup> **Core Modules** must be taken and must be successfully passed.

**Compulsory Modules** must be taken although it may possible to carry as a fail (if the award permits).

**Optional Modules** are a set of modules from which you will be required to choose to study. Once chosen, unless indicated otherwise in the table above, an optional module carries the same rules as a compulsory module as per the Academic Regulations.

**Qualificatory Units.** These are non-credit bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme.

<sup>4</sup> This column references the Programme Outcomes that will be achieved through successful completion of each module (i.e. through successful completion of the module summative assessment)

<b>Programme Delivery Structure</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Delivery Pattern</b>	<b>Method(s) of Assessment</b>	<b>Approximate Assessment Deadline</b>
		<b>Autumn Semester / Spring Semester</b>		
PERF4405	Core Dance Skills	Autumn	Project work	December
PERF4406	Complimentary Dance Skills	Spring	Project Work	May
PERF4407	Choreographic Studies	Autumn	Project Work	December
PERF4408	Devising for Dance and Physical Theatre	Spring	Project work	May
UCIA4101	Institution of the Arts in our Time (Performing Arts)	Autumn	Essay	December
UCIA4102	Reflection/Review (Performing Arts)	Spring	Practical and Practical	May
Students exiting at this point with 120 credits would receive a CertHE in Dance				
PERF5423	Skills Development in Dance	Spring	Project Work	May
PERF5406	Key Teaching Practices in Dance	Spring	Project Work	May
PERF5422	Dance Theatre Production	Autumn	Project Work	December
UCIA5102	Working in the Creative Industries (Performing Arts)	Autumn	Project Work	December
Students exiting at this point with 240 credits would receive a DipHE Dance				

PERF6413	Advanced Practice in Dance	Spring	Practical skills assessment 70% Written assignment 30%	May
PERF6404	Final Production (Dance)	Autumn	Project Work	December
UCIA6101	Theory & Research Methods in the Performing Arts	Autumn	Essay	December
UCIA6102	Performing Arts Dissertation	Spring	Essay	May

<b>Methods for Evaluating and Improving the Quality and Standards of Learning</b>	
<b>Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods</b>	<ul style="list-style-type: none"> <li>• Module Evaluation</li> <li>• Programme validation and revalidation</li> <li>• Annual Evaluatory Reports</li> <li>• Peer Review</li> <li>• External Examiner reports</li> <li>• Departmental Quality Committees</li> </ul>
<p><b>Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from:</b></p> <p><b>Students, graduates, employers, WBL venues, other stakeholders, etc.</b></p>	<ul style="list-style-type: none"> <li>• Staff Student forum</li> <li>• Module Evaluation Forms</li> <li>• Programme Evaluation: National Student Survey, Penultimate Year Survey</li> <li>• Module/Programme/Personal tutorials</li> <li>• Meetings with External Examiners</li> </ul>

<b>Date of Programme Specification Production:</b>	November 2016
<b>Date Programme Specification was last updated:</b>	18.12.2018
<b>For further information about this programme, refer to the programme page on the University website</b>	