UNIVERSITY OF
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PROGRAMME SPECIFICATION

Course record information

Name and level of final award:	**BSc (Hons) Architectural Technology**
Name and level of intermediate awards:	BSc Construction Studies Diploma of HE Construction Studies Certificate of HE Construction Studies
Awarding body/institution:	University of Westminster
Teaching Institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	Marylebone Campus
Language of delivery and assessment:	English
Mode, length of study and normal starting month:	Three years full-time
QAA subject benchmarking group:	Architectural Technology
Professional statutory or regulatory body:	Chartered Institute of Architectural Technologists Chartered Institute of Building Chartered Association of Building Engineers
Date of course validation/review:	October 2016
Date of programme specification approval:	2021
Valid for cohorts :	2021/22 Level 4,5 and 6
Programme Leader	Tabatha Mills
UCAS code and URL:	K130 http://www.westminster.ac.uk/courses/undergraduate

What are the minimum entry requirements for these programmes?

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.

Core Themes

The central aim of the teaching and learning strategy is to promote critical design thinking in the development and delivery of a sustainable built environment to meet the needs of clients both nationally and internationally. The principles of design, environmental science, construction technology, professional practice, ethics, health and safety and social responsibility are fundamental to the delivery of the built environment and are covered at each level in the programme.

The use of digital practice is increasing in construction and will affect working practices, decision making and efficiency in project delivery. Digital practice is covered throughout the programme to equip the students with the appropriate skill set to meet the new challenges in the construction industry.

These core values are set to equip graduates from the Architectural Technology course with the appropriate skills to achieve their career aspirations.

Aims of the course

The purpose of the course is to provide students with a comprehensive and professionally oriented higher education experience in Architectural Technology.

Architectural Technologists are specialists in the technological decisions necessary to solve design problems. They need a sound understanding of the processes of design, construction technology and the management tools for the communication of design information. The skills they require are wide ranging, from design and architectural composition, technical analysis and presentation, to the management skills necessary for contract procurement and administration. The role of the Architectural Technologist is to negotiate and manage the development of a construction project from inception to completion, using the science of architecture as a design tool.

Graduate Architectural Technologists have a wide range of career opportunities. Employment can range from architectural practice, working for contractors, engineering practices and construction management practices. As a design based science degree, students could also move to product design, furniture design, and other design disciplines.

Graduates should aim for Chartered Architectural Technologist status. After graduation and upon work experience a Chartered Architectural Technologist can lead the technological design within architecture, between concept, innovation and reality. A Chartered Architectural Technologist can set up their own practice, provide a full architectural design

service and lead projects of all shapes and sizes from start to finish, from new homes and existing buildings to healthcare, community centres, stadia and beyond.

A Chartered Architectural Technologist plays a pivotal role in the design and construction process and is complementary to other Chartered disciplines in the built environment sector.

In fulfilling this purpose the course aims to:

- Provide students with knowledge and understanding of the context, core concepts and theories relevant to Architectural Technology in the design, creation and maintenance of a sustainable built environment.
- Develop transferable skills which students will be able to apply both within an academic context and in their professional careers.
- Reflects the aim and ethics of the Professional Bodies.
- Develop cognitive skills which students will be able to apply in reaching professional judgements, solving problems and making decisions.
- Develop practical and technical skills relevant to Architectural Technology, which students will be able to apply in their professional careers.
- Foster an environment in which learning experiences are shared by students on various parallel construction-related courses, thereby promoting the inter-disciplinary nature of the construction industry.
- Encourage self-motivation and independent thought, such that graduates will be confident in challenging established working practices and responding to the future needs of the construction industry and its associated professions.
- Promote a culture of intellectual enquiry such that graduates will recognise the importance of lifelong learning for both personal and professional development.
- Integrates current practice in terms of Building Information Management and Modelling, The Government's Construction Strategy and Collaboration and Integration.

What will you be expected to achieve?

Learning outcomes are statements that articulate what successful students will have achieved as the result of learning. These are threshold statements of achievement. The learning outcomes broadly fall into four categories:

- **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

You will act with limited autonomy, under direction or supervision, within defined guidelines. You will be able to take responsibility for the nature and quality of outputs and operates in a range of varied but predictable contexts that require the use of a specified range of techniques and information sources. You will be able to identify principles and concepts underlying theoretical frameworks and begin to identify personal strengths and weaknesses Upon completion of Level 4 you will be able to:

1. Recognise the responsibility which all construction disciplines have in designing, creating and maintaining a sustainable built environment. **(KU GA)**
2. Demonstrate a broad knowledge and understanding of the principles that underpin the study of construction, specifically in relation to simple building forms. This knowledge base will comprise key theories and concepts of building design, building science, construction technology, site surveying and data analysis. **(KU KTS)**
3. Demonstrate a broad knowledge and understanding of the main procedures associated with the procurement, design and construction of simple building projects. **(KU GA)**
4. Recognise the need to consider health, safety and welfare issues at all stages of construction projects from inception through to the management of completed buildings. **(KU KTS)**
5. Demonstrate an awareness of the context in which the construction industry and its associated professions operate, including social, economic, legal and cultural influences. **(KU GA)**
6. Collect numerical data from observations, surveys, measuring equipment and published sources, record the data accurately, manipulate the data using established principles, and present the findings using standard classifications. **(KU KTS)**
7. Undertake simple research tasks with guidance, to collect and categorise ideas and information which are presented in a standard format. **(GA & KTS)**
8. Communicate in a clear and concise manner by producing material in an appropriate format, with sources acknowledged and referenced. **(GA & PPP)**
9. Use appropriate information technology applications to enter, edit and save data, including text, images, numerical and graphical data. **(GA & KTS)**

Level 5 learning outcomes

You will take actions with limited guidance and a reasonable degree of autonomy to achieve personal and/or group outcomes and/or outputs. You will be able to operate in situations of varying complexity and predictability requiring the application of a wide range of techniques and information sources. You will gain a detailed knowledge of well-established theories and concepts. You will be able to demonstrate an awareness of different ideas, contexts and frameworks and recognise those areas where the knowledge base is most/least secure. You will be able to identify, analyse and communicate principles and concepts recognising competing perspectives.

Upon completion of level 5 you will be able to:

1. Demonstrate a detailed knowledge of the established concepts, theories and principles of the technology and environmental design of multi-storey and wide-span buildings and their services, including structural form and construction materials. **(KU KTS)**
2. Demonstrate a detailed knowledge of management practice in a construction context, the ethical demands of sustainable development and the implications of design on the wider community. **(KU GA)**
3. Analyse and evaluate construction site production management, and the centrality of health and safety in the design, planning and construction of buildings. **(KU GA)**
4. Analyse and evaluate the legal and International environment within which design and construction takes place, and the legal principles which govern relationships within the construction industry. These include an understanding of personal responsibility in the context of the codes of conduct and ethics of the profession. **(KU KTSA)**
5. Demonstrate a detailed knowledge of the concepts, theories and principles underlying the financial management of construction contracts. **(KU GA)**
6. Demonstrate a detailed knowledge of macro and micro economic theory as it pertains to the construction industry, and the relationship between the construction industry and the economy. **(KU GA)**
7. Interact effectively within a group, identify targets in consultation with others within a group, and establish responsibilities and working arrangements. **(GA & PPP)**
8. Review critically alternative methods for obtaining data, decide on appropriate data collection techniques, undertake data collection, interpret data, carry out calculations as necessary, and present findings. **(GA & KTS)**
9. Examine key elements of problems, investigate problems using a range of methods, and evaluate potential solutions against agreed criteria. **(GA & PPP)**

Level 6 learning outcomes

You will take action with a significate degree of autonomy with minimal supervision or direction, within agreed guidelines taking responsibility for accessing support and accepting accountability for determining and achieving personal and/or group outcomes. You will gain a systematic understanding of the knowledge base and its inter-relationship with other fields of study. You will demonstrate an in depth understanding of some specialist areas in depth. You will be able to operate in complex and unpredictable contexts, requiring selection and application from a range of largely standard techniques and information sources. You will be able to work with ideas at a level of abstraction, arguing from competing perspectives. You will be able to identify the possibility of new concepts within existing knowledge frameworks and approaches

Upon completion of Level 6 you will be able to:

1. Develop a systematic understanding of the contractual environment within which design and construction takes place and the contractual arrangements under which projects are carried out. **(KU GA)**
2. Analyse and evaluate the technology of building defects and the factors affecting building performance. **(KU KTS)**
3. Develop a systematic understanding of the concepts, theories and principles of technical design are based. **(KU GA)**
4. Develop a systematic understanding of the technological aspects of the building design and production process, structural design, use of performance-based design codes, installation of services and fire safety. **(KU KTS)**
5. Examine and critically review management skills, techniques, and cost management systems, procurement strategies and project management techniques to successfully deliver a project from inception to engagement, whilst meeting the requirements of constraints within the project. **(KU GA)**
6. Demonstrate a systematic knowledge of the current Health and Safety codes applicable to the construction process with a realisation of the changing nature and development of Health and Safety. **(KU KTS)**
7. Develop, maintain and encourage constructive working relationships within a group. Take on a leadership role and resolve conflict through negotiation. **(GA PPP)**
8. Develop the ability to make and sustain arguments, make judgements and propose solutions based upon complex ideas and concepts in a wide range of formats with a coherent style and structure. **(GA KTS)**

9. Evaluate effectiveness of own time management and task management maintain flexibility in planning. Identify potential causes of stress and act to minimise their impact. **(GA KTS)**

How will you learn?

You will be taught by full time academics, part time academics also working in practice and visiting lecturers all of whom have industry experience and professional qualifications. The course contains some cross-disciplinary elements at each level where you will work alongside students from the Construction Studies pathways on common modules, in order to gain an appreciation of the work of all the professionals working in the construction industry. All design based teaching will be within the Architecture and Cities Team, and at each level of the course students from all pathways will work on projects that bring together those different aspects, using an Enquiry Based Blended Learning approach.

The course content will be delivered through a combination of contact sessions and online resources, which will introduce and develop themes that relate to the core subject. The delivery of the module will be broken down into key elements that have discrete tasks. Each of the tasks will be performed through independent study to develop critical thinking skills of analysis, synthesis and assimilation. At each stage of this process the outcomes of the task will be reviewed and formative feedback will be given to ensure clarity and comprehension.

Workshops will develop the themes discussed in lectures, tutorials and independent study to build upon and develop key aspects of the subject; this is a catalyst for innovative approaches in formulating responses and determining solutions to particular tasks.

The rationale for this forms the production of innovative solutions to problems that are set throughout the course. The complexity of these problems will increase and each level of the course thus promoting a proactive learning environment. The aim of this is to promote autonomous learning and greater responsibility to equip students with the appropriate skill set to take up employment within their chosen career path.

How will you be assessed?

The course offers a variety of assessment to students, which aim to allow students to demonstrate their understanding and interpretation of core learning material and develop their intellectual ability within the context of an assessment. There will be formative assessment in all modules, which provides feedback to students as to whether they need to modify their approach to improve their performance. The function of formative assessment is to give feedback on your progress throughout the module.

A number of modules will have assessment based upon an integrative project that is core at each level of the course. These assessments allow the modules to be contextualised within

the full range of learning at each level. The integrated project provides synoptic assessment and synoptic learning. The synoptic assessments are identified in the module descriptors and module handbooks. The themes of the integrated projects are:

- Level 4 Simple Construction
- Level 5 Industrial & Commercial Construction
- Level 6 Refurbishment & Maintenance

A variety of assessment methods are used. Some modules are assessed through a combination of examination and coursework and others by coursework only.

Examinations Open and Closed Book: These will comprise of tasks based on a problem or argument, which requires knowledge of the subject and the reference material as appropriate. This is in line with the overarching assessment strategy. These can written, multiple choice or combination of both.

Essays: These will be discrete elements of assessment based on a problem or scenario relating to the management of the built environment, technology or design. These will require investigation and research into a specific area and the formulation of an objective conclusion, which is supported by appropriate referencing.

Projects: These will be based on a scenario that relates directly to a construction related situation and will require an objective solution to the problem that has been set.

Presentations / Crits: these will in the form of a group presentation or on an individual basis that address concepts of a particular scenario. These will also include a question and answer element.

In-Class Tests: Will comprise of tasks based on a problem or argument which requires knowledge of the subject and the reference material as appropriate, this is in line with the overarching assessment strategy. These can be written, multiple choice or combination of both.

Portfolios: Some assessments are based upon the production of a number of individual elements of work which collectively develop a solution to a particular problem or situation. The portfolios will include some or all of the following: artefact, models, drawing or posters.

Debates: Group debates will be conducted around a particular topic or subject area. A proposition will be offered and defended within the group context.

The programme has been designed to combine a number of modules to produce an integrated assignment across each level of the programme. The assessment for the integrated assignment will be embedded in each individual module that forms a part of the overarching integrated assignment. This is known as synoptic learning and has been designed to contextualise module learning across each level.

Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant for the workplace, i.e., employability skills. The course develops a wide range of employability skills. These are contextualised through an understanding of the construction process, the specification of building work and the identification and correction of faults in existing buildings. The integrated approach that the course offers a broad knowledge and understanding of other disciplines within the built environment. In practice you will be engaged with other disciplines to deliver a project and these theories and principles are embedded in this course. These employability skills are defined in the principles of graduate attributes.

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.

Graduates from this course have secured attractive positions with contractors, consultancies, commercial companies, local authorities, housing associations and many other types of organisations.

Graduates from this course have also pursued further studies at Masters level, either on a full time or part time basis. Typical postgraduate courses have included cognate areas such as Construction, or more generic areas such as Project Management.

Graduate Attributes:

- Critical and creative thinkers
- Literate and effective communicator
- Entrepreneurial
- Global in outlook and engaged in communities

- Socially, ethically and environmentally aware

University of Westminster courses capitalise on the benefits London as a global city and as a major creative, intellectual and technology hub have to offer an exciting learning environment and experience for our students.

The principles of Graduate Attributes are interwoven throughout the programme in both course content and delivery. The way in which Graduate Attributes are incorporated in the programme is as follows:

- Global in outlook and engaged in communities
    - Provides students with knowledge and understanding of the context, core concepts and theories relevant to Construction in the design, creation and maintenance of a sustainable built environment. Focusing principally on UK construction but including an international perspective.
    - Promotes a culture of intellectual enquiry such that graduates will recognise the importance of lifelong learning for both personal and professional development to become resilient professional leaders and engaged global citizens.
- Literate and effective communicator
    - Develops transferable skills which students will be able to apply both within an academic context and in their professional careers.
- Entrepreneurial
    - Develops cognitive skills which students will be able to apply in reaching professional judgements, solving problems and making decisions.
    - Develops practical and technical skills relevant to construction, which students will be able to apply in an entrepreneurial and creative way in their professional careers.
- Social, ethically and environmentally aware
    - Fosters an environment in which learning experiences are shared by students on various parallel construction-related courses there by promoting good quality communication and the inter-disciplinary nature of the construction industry.
- Critical and creative thinkers
    - Encourages self-motivation and independent thought, such that graduates will be confident in challenging established working practices and responding to the future needs of the construction industry and its associated profess

○Course structure

Full-time Undergraduate students study 120 credits per year. Course structures:

Credit Level 4 Full Time				
Module code	**Module title**	**Status**	**UK credit**	**ECTS**
4BUIL004W	Construction Technology and Services (Technology 2)	Core	20	10
4BUIL006W	Building Science (Technology 1)	Core	20	10
4BUIL011W	Technologies of Architecture 1	Core	20	10
4BUIL010W	Design Practice	Core	20	10
4PJMN001W	Project, Commercial and Organisational Environment (Management 2)	Core	20	10
4BUIL002W	Design Principles (Design 2)	Core	20	10
Award of Certificate of Higher Education available				
Credit Level 5 Full Time				
Module code	**Module title**	**Status**	**UK credit**	**ECTS**
5CNMN004W	Construction Engineering Technology	Core	20	10
5BUIL003W	Structural Principles (Technology 4)	Core	20	10
5PJMN001W	Project Procurement, Management and Law (Management 3)	Core	20	10
5BUIL012W	Technologies of Architecture 2	Core	20	10
5BUIL004W	Design Project 1 (Design 4)	Core	20	10
5BUIL007W	Design Project 2 (Design 5)	Core	20	10
Award of Diploma of Higher Education or Foundation Degree available				
Credit Level 6 Full Time				
Module code	**Module title**	**Status**	**UK credit**	**ECTS**
6BUIL003W	Construction Technology & Innovation (Technology 6)	Core	20	10
6BUIL005W	Building Pathology (Technology 9)	Core	20	10
6CNMN001W	Professional Practice (Management 7)	Core	20	10
6BUIL002W	Design Project 3 (Design 6)	Core	40	20
6CNMN004W	Current Issues in the Built Environment	Core	20	10
Award BSc Honours available.				

Part-Time Pathways

1. Part-time Undergraduate students study patterns are as follows:
2. Year 1: 60 credits at Level 4
3. Year 2: 60 credits at Level 4
4. Year 3: 80 credits at Level 5
5. Year 4: 40 credits at Level 5 and 40 Credits at Level 6
6. Year 4: 80 credits at Level 6

Credit Level 4 Part-time Year 1 Total Credits 60				
Module code	**Module title**	**Status**	**UK credit**	**ECTS**
4BUIL011W	Technologies of Architecture 1	Core	20	10
4BUIL006W	Building Science (Technology 1)	Core	20	10
4BUIL010W	Design Practice	Core	20	10

Credit Level 4 Part-time Year 2 Total Credits 60				
Module code	**Module title**	**Status**	**UK credit**	**ECTS**
4BUIL002W	Design Principles (Design 2)	Core	20	10
4BUIL004W	Construction Technology and Services (Technology 2)	Core	20	10
4PJMN001W	Project, Commercial and Organisational Environments (Management 2)	Core	20	10
Award of Certificate of Higher Education available				

Credit Level 5 Year 3 Total Credits 80				
Module code	**Module title**	**Status**	**UK credit**	**ECTS**
5CNMN004W	Construction Engineering Technology	Core	20	10
5BUIL012W	Technologies of Architecture 2	Core	20	10
5BUIL004W	Design Project 1 (Design 4)	Core	20	10
5BUIL003W	Structural Principles (Technology 4)	Core	20	10

Credit Level 5 Year 4 Credits 40 Credit Level 6 Year 4 Credits 40 Total Credits at Level Year 4 80				
Module code	**Module title**	**Status**	**UK credit**	**ECTS**
5PJMN001W	Project Procurement, Management and Law (Management 3)	Core	20	10
5BUIL007W	Design Project 2 (Design 5)	Core	20	10
6CNMN002W	Building Pathology (Technology 9)	Core	20	10
6CNMN002W	Construction Technology & Innovation (Technology 6)	Core	20	10
Award of Diploma of Higher Education or Foundation Degree available				

Credit Level 6 Total Credits at level year 5 80				
Module code	**Module title**	**Status**	**UK credit**	**ECTS**
6CNMN001W	Professional Practice (Management 7)	Core	20	10
6BUIL002W	Design Project 3 (Design 6)	Core	40	20
6CNMN004W	Dissertation:	Core	20	10
Award BSc Honours available.				

Professional Body Accreditation or other external references

The BSc (Hons) Architectural Technology course is accredited by the Chartered Institute of Architectural Technology (CIAT) Chartered Instate of Building (CIOB) and Chartered Association of Building Engineers (CABE). As such, graduates with this professional accreditation can be helpful to graduates in securing employment, as many employers require their staff to be professionally qualified.

Academic regulations

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

To qualify for the award of BSc (Hons) Architectural Technology, a student must:

- obtained at least a minimum of 360 credits and a maximum of 480 credits including:
    - a minimum of 120 Credits at Level 4 or higher, including 80 credits passed and a minimum of condoned credit in each of the remaining modules up to the value of 40 credits; and
    - a minimum of 120 credits at Level 5 or higher; and
    - a minimum of 120 credits at Level 6 or higher.
- Attempted modules with a maximum value of 340 credits at Levels 5 and 6; and
- Satisfied the requirements contained within any course specific regulations for the relevant course scheme.

How will you be supported in your studies?

Course Management

The BSc (Hons) Architectural Technology course sits within the School of Architecture and Cities, in the College of Design, Creative and Digital Industries, with some teaching within the School of Applied Management (Westminster Business School,) from the Construction team. There is a Course Leader who oversees the programme across both Schools.

Tabatha Mills (t.mills@westminster.ac.uk) Course Leader for BSc (Hons) Architectural Technology

Harry Charrington (h.charrington@westminster.ac.uk) Head of School – Architecture + Cities and holds responsibility for all courses within the School.

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 Faculty Registry Office. You will be provided with the Programme 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 and pastoral 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.

Learning Support

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources on 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 Affairs 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. The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University.

Academic Learning Development Centre

The Centre supports students who may need academic support due to the following circumstances:

- Students who need support to develop their academic potential, whether they are undergraduate or postgraduate students.
- Students who want to practise and improve their academic skills, e.g. essay writing, critical analysis or exam techniques.
- Students from overseas or have English as a second language.
- Mature students.

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

There are resources for developing learning and academic skills available for students on Blackboard. This tab contains sheets, presentations, exercises, and other study skills materials.

Alongside the Blackboard online resources we offer study skills workshops covering a range of topics including case studies and report writing, critical thinking, dissertations, basic English skills, essay writing, and time management. Students can also book a one-to-one appointment with a learning adviser at Cavendish and Harrow campuses, or with our Harrow Study Skills Adviser.

Study skills workshops

We deliver workshops on a range of academic skills, including:

- time management
- planning an assignment
- essay writing
- reflective writing
- case studies and report writing
- critical thinking
- dissertations
- presentations
- English skills (sentences, and punctuation).

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

The course was initially approved by a University Validation Panel in 2011. 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 Faculty to ensure it is running effectively of the course and that issues which might affect the student experience have been appropriately addressed. To evaluate the effectiveness of the course 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 Faculty 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.

How do we act on student feedback?

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 is part of the Faculty's quality assurance evidence base.

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

- Through Course Committees students have the opportunity to express their voice in the running of their course. Student representatives are elected to Committee to expressly represent the views of their peer. The University and the Students' Union work together to provide a full induction to the role of the student representatives.
- Each Faculty also has its own Faculty Student Forum with student representatives; this enables wider discussions across the Faculty. Student representatives are also represented on key Faculty and university committees.
- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.
- The University also has an annual Student Experience Survey which seeks the opinions of students about their course and University experience. Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.