UNIVERSITY OF FORWARD THINKING WESTMINSTER▦

PROGRAMME SPECIFICATION

Course record information

Name and level of final award:	**MA Interactive Factual Narrative** The Interactive Factual Narrative is a Masters degree that is Bologna FQ-EHEA second cycle degree or diploma compatible.
Name and level of intermediate awards:	Postgraduate Diploma Interactive Factual Narrative Postgraduate Certificate Interactive Factual Narrative
Awarding body/institution:	University of Westminster
Teaching Institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	Westminster School of Media Arts and Design (Harrow)
Language of delivery and assessment:	English
Mode, length of study and normal starting month:	1 year (block release). September start.
[QAA subject benchmarking group(](#)s):	There are no Subject benchmark statements for Master's degrees in Interactive Narrative. This is a multi-disciplinary degree and as a consequence there is not a specific subject benchmarking to refer to. The course team have consulted the following subject benchmark statements [Communication media film and cultural studies 2008 (QAA)](#), [Honour Computing Subject Benchmark statement 2007 (QAA)](#)
Professional statutory or regulatory body:	
Date of course validation/review:	March 2015
Date of programme specification approval:	2016-17
Valid for cohorts:	From September 2017
Course Leader:	Sandra Gaudenzi (acting course leader)
Course URL: Westminster Course Code: JACS code: UKPASS code:	[westminster.ac.uk/courses/postgraduate](#) PMCVM01F (FT) P430 (Interactive Publishing) P060033

Admissions requirement

There are standard minimum [entry requirements](#) for all postgraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here: https://www.westminster.ac.uk/courses/postgraduate/how-to-apply.

Aims of the course

The MA in Interactive Factual Narrative aims to enable you to acquire the intellectual abilities, knowledge and skills that you will need to create, manage and author factual digital interactive stories.

Interactive factual narratives are stories that use digital interactive media to portray the real and initiate change. These could take shapes as varied as media rich websites, games for change, locative apps, and immersive journalism or VR stories.

Within this context, the course aims to:

- Develop a critical understanding of the landscape of interactive factual narrative both in the UK and internationally.
- Enable you to think creatively, research and produce work that is technically and conceptually grounded in the practices of the field.
- Provide you with a deep understanding of the production phases that are necessary to develop an interactive narrative, agile methodologies and user centred design.
- Provide you with the necessary skills to work in an inter-disciplinary team: understand the importance of each role and develop the right language to relate to the members of your team.
- Enable you, through team critiques and group presentations, to develop your communication skills in order to clearly present your ideas and pitch in public.
- Enable you to solve problems with self-direction and originality, and to act independently in planning and implementing interactive narratives.
- Provide a safe space for you to experiment with new ideas and working methods in order to test your assumptions and acquire a hands-on and iterative process of creation.
- Enable a critical and reflexive relationship between your own professional practice and the learning gained from this course.
- Guide you through the creation of an interactive factual project of your choice.

Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses

- 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.

Today's journalists, documentary film makers, photographers, educators, broadcasters, radio producers and social campaigners need to have the appropriate digital media skills to "tell their stories" in an interactive way. Convergent media forces us to master more than one media platform if we want to be successful in communicating our ideas, and the ability to select from different methodologies of work and use the correct terminologies depending on who you are working with is exactly what the IF MA wants to bring you.

The IF MA wants to lead innovation in the growing market of interactive factual narratives. Whether you are a journalist wanting to use the web, or mobile technologies, to spread your voice globally, or a social campaigner that believes that collaborative stories should involve the people in the ground, you will need to learn how to navigate a field that does not have clear rules yet. Interactive narratives are a world in the making, and we want you to be part of this making, before everybody knows how to do so.

In the UK, the Guardian has recently (2014) created a special division called Guardian Visual where multi-disciplinary teams work together to create formats that are better suited for their growing digital readership. Journalists, photographers, designers, developers are joining forces to create data visualisation, interactive stories and compelling narratives for tablet and mobile consumption. Aron Pilhofer, Executive Director of digital for The Guardian acknowledged in an interview that interactive storytelling is key to the survival of newspapers in the digital age. "Interactivity", he said, "not only creates better and more efficient storytelling but, in the long-term, can drive business goals as well" (2014, i-docs.org).

In the broadcasting world, in the last five years, it has been standard practice to ask independent producers for a "360 degree pitch" when presenting an idea for commissioning. Today no broadcaster can afford to commission only linear features for the simple reason that the majority of its audience is using the internet to find and consume content.

These two examples are here to state how digital media are changing both economic models and work practices in the factual narrative industry. Today it is not enough to be a journalist, a photographer or a documentarist. In order to be employable as a digital storyteller – or to survive as a digital freelance producer – one needs to be a creative technologist: someone that can bridge between different digital skillsets and that use a problem-solving attitude to be innovative while delivering their message.

These are the people that the MA in Interactive Factual Narrative wants to form: digitally skilled storytellers able of work in multi-disciplinary teams and able to think creatively about the financial and distribution strategy for their project. Possible careers after the MA would be:

- Online journalist
- Digital documentary maker
- Digital photojournalist
- Social campaigner
- NGO's digital communicator
- Social media content provider
- Game producer/auteur

- Interactive graphic novel producer/auteur
- Rich media education producer/auteur
- Museum installations producer/auteur
- Rich media website developer
- Apps developer
- Creative technologist with storytelling skills
- Digital marketer
- Creative technologist / producer / project manager for the creative industries

Students are also encouraged to think about applying to PhD research, in order to continue the development of the prototype that they have started during the course. Within the University of Westminster itself three main research centers could easily be considered: the Center for Production and Research in Documentary Film (CPRD), the University's Communications and Media Research Institute (CAMRI) or the University's Centre for Research and Education in Art and Media (CREAM).

Course learning outcomes

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

The skills strategy for the MA Interactive Factual Narrative reflects the University's policy of "Educating for Professional Life" and is designed to provide a broad range of transferable skills that equip students to develop or enhance careers in the media and communication fields. These skills are underpinned by research in a constantly changing creative and technical field.

The learning outcomes below are in 3 sections:

1. Knowledge and Understanding
2. Specific skills and
3. Transferable skills

Course Knowledge and Understanding (CKU): By the end of the MA Interactive Factual narrative, you will be able to:

CKU1.   Apply a critical understanding of the main themes and conceptual issues of interactive narrative.
CKU2.   Show a critical awareness of the cultural, technological and business context in which new forms of interactive narrative are evolving.
CKU3.   Critically evaluate your own work, put in the context of your professional knowledge, and identify new solutions and processes.
CKU4.   Demonstrate an understanding of the phases and competences needed in order to conceptualise, design, develop and finance an interactive narrative.
CKU5.   Work in a multi-disciplinary environment, and take a number of responsibilities in a team that researches, plans, executes and tests a major interactive factual project.
CKU6.   Demonstrate in-depth and critical understanding of your learning during the development of an interactive factual narrative through a team production of an interactive factual project, individual reflective writing which evaluates the research, contexts, development and production of the project.

The core course specific modules that address these course learning outcomes are as follows:

CKU1:   Interactive Factual Fundaments, Final Project
CKU2:   Interactive Factual Fundaments, Building1, Building2, Final Project

CKU3:   Ideation, Building1, Building2, Final Project
CKU4:   Ideation, Building1, Building2, Final Project

CKU5:   Ideation, Building1, Building2, Final Project
CKU6:   Final Project

Course Specific skills (CSS)

The production of an interactive factual narrative requires more than a skillset, as it is based on teamwork. It would therefore be unrealistic to expect a professional level of knowledge on skills that can be as diverse as video production, design, code, technical development, project management, social campaigning and interactive production. The MA in Interactive Factual Narrative offers you understanding in depth of the skillsets and languages required in a team to be able to efficiently communicate with all team members, and to work together.

As you will join the course with your own specialism, we will expect you to acquire during the course the capacity to share, co-operate and push the boundaries of your own professional know-how. The course is designed around an iterative ethos that constantly challenges you to re-assess your skills and your assumptions. Through this process, you will acquire ability to adapt to constantly changing digital technologies and processes. By developing a problem-solving ethos, you should acquire the self-confidence, and the reflective abilities, that will assist you through a lifetime of digital creations.

On completion of the course, you will have developed the following subject-specific skills:

1. Demonstrate awareness of current and emerging professional practices and opportunity in the field of interactive narrative.
2. Research, define and develop ideas for interactive narrative and related forms and be able to present them to others.
3. Understand design and software methodologies and be able to apply them when necessary.
4. Creatively apply technical skills to the planning and production of an interactive narrative.
5. Research and analyse finance, marketing and distribution options in order to design a business strategy for your projects.
6. Describe, pitch or defend your ideas and interactive projects to an audience.
7. Be able to re-iterate and challenge assumptions within your creative work.

Key transferable skills (KTS)

Upon completion of the course students will have developed a number of general, rather than discipline-specific skills, which any practitioner must have to succeed professionally.
These Key Transferable Skills, developed and assessed at postgraduate level, are:

1. Group working: students will be able to

    (a) work effectively within a group both as group leaders and/or group members;
    (b) clarify tasks and make appropriate use of group members abilities;
    (c) negotiate and handle conflict with confidence; and
    (d) participate effectively in the peer review process;

2. Accessing learning resources: Students will be able to locate and use a full range of learning resources to carry out literature reviews and engage in research activity;

3. Self-evaluation and autonomy: Students will be able to reflect on their own and others' performance; participate effectively in the peer review process and analyse and identify ways to improve practice; know how to advance their knowledge and

understanding, how to recognise their development needs and develop new skills to a high level;

4. Management of information: Students will be able to competently undertake research tasks independently; sieve through information clutter to identify relevance, to organise and present information effectively using different media;

5. Critical thinking: Students will be independent and self-critical learners; who can critically assess ideas and concepts;

6. Presentation and communication: Students will engage confidently in academic and professional communication both orally and in writing with others, reporting on action clearly, autonomously and competently;

7. Problem solving attitude: Students abilities in independent learning and self-evaluation will equip them to treat problems as necessary steps for the completion of a successful and well planned project.

Learning, teaching and assessment methods

Learning and Teaching

The course is designed to allow practitioners to combine their working and studying lives in a harmonious and mutually-beneficial way. We want your professional know-how to benefit from your studies, and your studies to be nourished by your professional expertise.

On a practical level this means that:

- The course will be delivered in a burst mode: students will not be asked to come to the University every day, but rather for a few days in a row on a regular basis. This will allow you to take a limited time off from your professional life.
- During group sessions, you will be asked to take an active role through constant reflection on your own practice and by sharing your expertise with others. The ethos of the course is that group production can only be successful if each team member has an open attitude towards the rest of the group and learns to adapt his/er skills to new challenges.
- You will be encouraged to use your professional network for the benefit of the whole class, helping in bringing guest speakers, testing new software or digital technologies.
- A substantial number of workshops will be delivered by professionals working in the field.
- Online interviews and discussions with professionals abroad will be organised.
- Sessions will have a distinctive "lab ethos" where no one can claim to be "the expert" but is rather happy to experiment, and accepts to fail.
- Failure will be encouraged and will be seen as integral part of the problem solving process that leads to successful projects.

In order to create such a fluid creative atmosphere, the learning and teaching methods are crafted in such a way that learning, doing and sharing are always mixed when students are together. A typical module will include a mixture of the following:

- Individual presentations: you will be ask to regularly contribute to the knowledge of the class by presenting the result of your researches, creative thinking and field analysis.
- Participation to the class resources: you will participate to the content production of our collaborative class resource. This will take the shape of an online website where some of your blogs and researches will be published.

- Group presentations: teams will be asked to show their work-on-progress to the class and to incorporate peer feed-back in their future work.
- Lectures: these are designed to give you a general overview of the topic and are usually concise, topical and interactive.

- Seminars: these are designed to encourage you to discuss a topic, based on a lecture, your reading or your own curiosity. Sometimes individual students will be asked to introduce a specific topic in a seminar.
- Guest speakers: leading practitioners regularly speak on the course, sharing their expertise and insights into current practice and future developments in the field.
- Hands-on workshops: these are designed so that you work on a particular topic or a practical skill. They enable everyone in the group to experiment new methodologies, apply technical skills or try new ideas.
- What-if workshops: these are designed to put you in a 'blue sky' frame of mind, where you can feel free to develop new processes of work or new solutions to the issues you encounter in your work. They might be led by a leading practitioner or by the students themselves.
- Feedback workshops: these are designed to test and re-iterate the work and ideas of the teams. Peer feedback will be used, as will existing testing techniques, but you will be encouraged to invent and apply your own testing techniques.

Working in teams: As the course wants you to commit to a particular project and develop it throughout the year, you will be asked to work on project teams that will be formed at the beginning of the year. Each team should have a minimum of four people, so that the following roles and responsibilities are assigned to team members:

- content creator/storyteller
- designer / user experience
- developer / creative technologist
- project manager / digital marketing / finance

Although you will be asked to commit to your project and team, you will be able to change your responsibilities in different modules (see Building1, Building 2 and Major Project) so that you gain knowledge in more than one role. Some modules could also ask you to swap teams during specific exercises and workshops. This is geared to increase team flexibility and allow new ideas to influence the creative process of each project. Teams and responsibilities will be contracted through project agreements and discussed with module leaders. A certain flexibility will be allowed to accommodate the specific needs of each project, and exceptions will have to be discussed and agreed by both the module leader and the course leader.

Assessment

The assessment strategy is both formative and summative.

The formative learning environment includes a range of seminars, peer and self-assessment, tutorials and lab/workshop presentations. Feedback and commentary will be comprehensive: from tutors, professionals, visiting guests and from peers. These could be face to face, in online discussion and blogs, or in a group presentation. As questioning and innovation form a central theme for the course, open discussion will be a fundamental strategy within lines of formative communication.

The summative assessments are set out for each module. These are made up from a combination of presentations, workbooks, written treatments and reports, which aim to assess both the analytical and practical skills that you have acquired during each module.

Practical projects such as wire-framing, interface design, web-coding, technical testing, distribution planning, budgeting and financial planning will be part of the assessment although it is your learning, rather than the final outcome, that will be evaluated.

The emphasis will not be put on academic writing, but you will need to demonstrate your rigour of thought, your ability to do thorough research, to reference properly and to express yourself clearly.
You will also be assessed on your application in acquiring practical skills and your ability to adopt a problem-solving attitude. Your contribution to class and to the MA shared resources will also be considered.

For master students, a final group project will be assessed. The project will need to include a market ready creative treatment and a financial strategy plan. As this will be a team activity, there will be a project mark, but you will have the opportunity to counter balance it with your individual critical assessment (3000 words) where you will analyse your learning within the tasks that were assigned to you in your group learning contract (see appendix 4 and the Final Project module proforma).This will give each individual a chance to give his/er own personal analysis of the group projects and to critically reflect of his/er own learning journey. The critical assessment may well take alternatives forms than the paper written one, as the course is keen to develop interactive and creative ways of expressing self-reflection. In this case, the exact shape and extent of the critical assessment will have to be agreed by the course leader.

The assessment methods that we have developed are designed to showcase a range of skills and understanding, to give you a portfolio of materials which you can show to a potential employer, and, importantly, to allow all you to stretch yourself and to achieve the course learning outcomes, regardless of your level of experience and understanding at the start of the MA programme.

See the assessment map in the next page.

MA Interactive Factual Narrative - Assessment map

Module (code)	Credits	Class / group participation	Written Research	Written/ digital reflective report	Presentation / Pitch	Industry treatment	Project	TOTAL
INTERACTIVE FACTUAL FUNDAMENTALS (7INME001W)	40	1. Individual Participation to online resources -> 20% 2. Individual written case studies (1500 words) -> 20%	Individual research (2000 words) -> 60%					100%
IDEATION: INTERACTIVE STORYTELLING AND PROTOTYPING (7INME002W)	40		Individual research (1500 words) -> 25%		Group presentation -> 25%	Group treatment Phase 1 (1500 words) -> 50%		100%
BUILDING 1: PLATFORMS, DESIGN AND TECHNOLOGY (7INME003W)	20	Individual evaluation (1000 words) -> 40%		Individual critical report (1500 words) -> 60%				100%
BUILDING 2: THE BUSINESS OF INTERACTIVE STORYTELLING (7INME004W)	20			Individual critical report (1500 words) -> 40%		Group treatment Phase 1&2 (2500 words) -> 60%		100%
MAJOR PROJECT (7INME005W)	60			Individual critical evaluation (3000 words) -> 40%			Group project ->60%	100%

Course structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year.

Students taking the PG Diploma take the first 4 modules but do not finalise the final project. To complete your MA you will have to do all the modules and complete your final project, a group project treatment and a personal critical assessment (see below for more detail).

The MA Interactive Factual Narrative is taught in burst mode and delivered in such a way that students can make it work within their professional lives. Typically a 20 credits module will consist of two sessions of three full days (a total of six days delivered in two different weeks) plus self-directed study. The two three days sessions will normally have at least one week of gap in between them. This is to allow students to assimilate the first part of the module, reflect on how it is influencing their own professional practices, and possibly prepare some material for the second part of the module. Each module is built around a specific topic, and students will be actively engaged in a mixture of lectures, hands-on activities and reflective presentations.

Since the MA Interactive Factual Narrative is based on group work and collaborative lab ethos, and since it is delivered in a burst mode, it is essential that all students attend, if possible all sessions. The course does not offer optional modules as it is designed to follow the different production stages of an interactive project. All modules are compulsory.

A part-time option is not available in this course.

The diagrams and case studies below explain your route through the course.

1) Credit Level

Credit Level 7				
Module code	*Module title*	Status	UK credit	ECTS
7INME001W	Interactive Factual Fundamentals	Core	40	20
7INME002W	Ideation: Interactive Storytelling and Prototyping	Core	40	20
7INME003W	Building 1: Platforms, Design and Technology	Core	20	10
7INME004W	Building 2: The Business of Interactive Storytelling	Core	20	10
Award of Postgraduate Diploma available				
Module code	*Module title*	Status	UK credit	ECTS
7INME005W	Final Project	Core	60	30
Award of MA Interactive Factual Narrative (180 credits)				

2) A typical burst session's structure

Each 20 credit module is delivered in four full time days. The Interactive Factual Fundamentals (40 credits) runs throughout trimester 1 and 2 and is included in each burst session. This permits to contextualise the topic of the current module within industry practice and project examples. This is also the time for students to expose their research and practice their presentation and critical skills.

Below is an example of a possible 3 days burst/session structure (to be repeated a second time two weeks later for the completion of a 20 module credit).

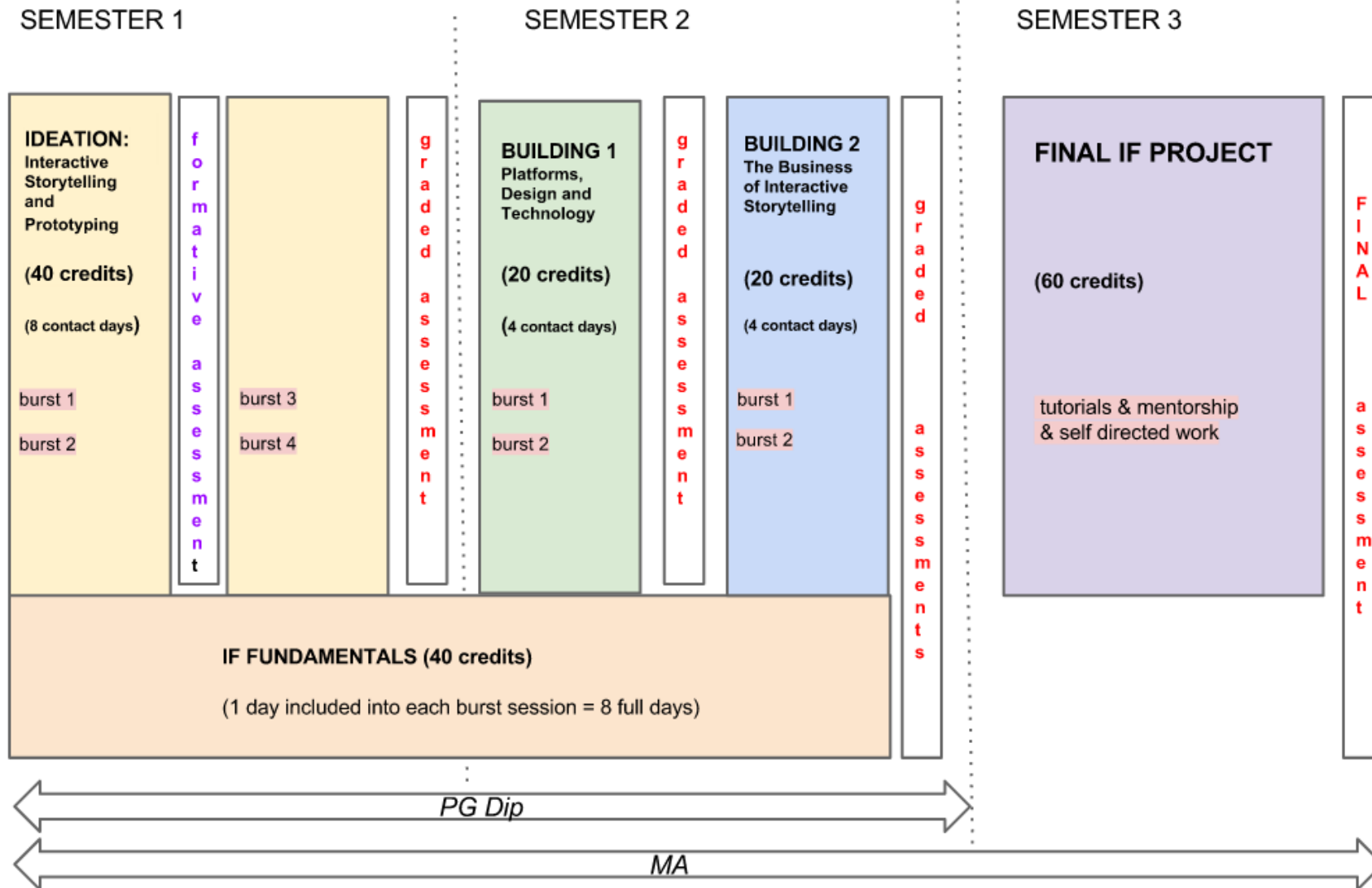| Day of the week	Thursday	Friday	Saturday
Morning 10-1 pm unless otherwise stated	IF Fundamentals: History of IFs + student presentations	Topic of the session: industry presentation + workshop/exercise	Topic of the session: Group/individual presentation + discussion + feed-back
Afternoon 2 – 4 pm unless otherwise stated	IF Fundamentals: Student workshop & critical analysis related to topic of the session	Workshop/exercise	Re-iteration of exercise + lesson learned +
Evening 4 – 6 pm unless otherwise stated	Possible industry guest speaker (in London, via Skype, visit)	Workshop/exercise or one to one tutorials	Assignments, preparation for next session and/or possible one to one tutorials

3) Year structure and assessment points (*see table next page)*

Note that each burst mode is composed of three consecutive days.
The first day is part of the IF Fundamentals module – that is designed to give a critical background to the module and to allow space for student presentations and critical debate.
The two following days are dedicated to the module itself and fosters a mixture of guest presentations, practical work and workshops.

Interactive Factual Narrative MA's year structure

SEMESTER 1	SEMESTER 2	SEMESTER 3

IDEATION:
Interactive Storytelling and Prototyping

(40 credits)

(8 contact days)

burst 1

burst 2

formative assessment

burst 3

burst 4

graded assessment

BUILDING 1
Platforms, Design and Technology

(20 credits)

(4 contact days)

burst 1

burst 2

graded assessment

BUILDING 2
The Business of Interactive Storytelling

(20 credits)

(4 contact days)

burst 1

burst 2

graded assessments

FINAL IF PROJECT

(60 credits)

tutorials & mentorship & self directed work

FINAL assessment

IF FUNDAMENTALS (40 credits)

(1 day included into each burst session = 8 full days)

← PG Dip →

← MA →

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 MA Interactive Factual Narrative is taught within the Emerging Media Labs Cluster, Westminster School of Media, Arts and Design. The management structure supporting the course is as follows:

- Sandra Gaudenzi (acting course leader) is responsible for the day-to-day running and overall management of the course and development of the curriculum. Sandra can be contacted by email: S.Gaudenzi1@westminster.ac.uk
- Jonathan Stockdale, Head of Graduate Studies, holds academic responsibility for the course and for the other postgraduate courses run within Westminster School of Media, Arts and Design.
- Kerstin Mey, Dean of the School, holds overall responsibility for the course and for the other courses run by Westminster School of Media, Arts and Design.

The Course Leader will be responsible for:

- Admissions
- Approving students' programme of study
- Organising tutorials, supervisory support and pastoral care
- Co-ordinating final project supervision
- Co-ordinating marks for assessment boards
- General management of the course.

The course team reviews and develops the course and sets the framework for the above procedures in which all members of the course team participate. The course team consists of the two course leaders, one of which has still to be nominated.

During the course development, some members of staff have providing guidance and advice: Peter Dukes, Larissa Blazic and Joram Ten Brink. The full delivery team is still yet to be identified.

Module leaders oversee the delivery of all aspects of the module(s) they are responsible for. They consult students on matters relevant to their module.

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 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

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 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.

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

The course was initially approved by a University Validation Panel in 2015. 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?

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

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