SECTION ONE: PROGRAMME SPECIFICATION

COURSE RECORD INFORMATION

Name and level of final & intermediate Awards	BA Honours Fashion Design
Awarding Body	University of Westminster
Location of Delivery	IED Milan, IED Barcelona
Mode of Study	Full Time
UW Course Code	BIEDFAS
JACS Code	W230
UCAS Code	Not applicable
QAA Subject Benchmarking Group	Art and design/ History of art, architecture and design (2008) History of art, architecture and design/Art and design (2008)
Professional Body Accreditation	---
Date of initial course approval/last review	July 2010
Date of Programme Specification	August 2013

ADMISSIONS REQUIREMENTS

Applicants to the BA Honours Fashion Design course at IED Milan/Barcelona must have a high school diploma or equivalent translated into English, Italian or Spanish, be at least 18 years old, provide proof of English language sufficiency (TOEFL 550 or equivalent), electronically submit a portfolio of at least 10 images of artistic work (no originals) and have an interview with the programme coordinator.
The above Admission procedure is intended as exclusively to Level 4 of the course.

The Interview

The interview is an opportunity for both IED and the applicant to learn more about each other and to form impressions of whether a "fit" exists between them. Applicants must be able to identify how they feel studying at IED would benefit them as opposed to pursuing their fashion education elsewhere. It is important for applicants to show they are aware of, on a basic level, artistic and fashion concepts and practices. It is also an opportunity for the applicant to ask any questions they have regarding the programme, course structure, etc.

The Portfolio

A portfolio of at least 10 images is required prior to enrolment in order to be able to have some kind of example of what the applicant can do. It is the applicant's first chance to visually display their creativity and it is expected to show a good grasp of basic artistic and fashion concepts.

In order to prepare a good portfolio, applicants should keep in mind that their portfolio does not have to include everything they have done. It is meant to be an overview highlighting their best, most creative and unique projects.

Portfolios should include samples of their work and, along with giving a visual idea of what they do; it can be helpful to provide a summary explaining the project.

Transfer Credit
IED will consider applications to evaluate modules up to accept a maximum of 50% of the credits required for the final award.

Accreditation of Prior Learning
Students who wish to apply for a transfer from another university or academy must present an application to the IED location where they wish to enrol.

Once IED has received the discharge authorisation from the student's university of origin, the curriculum attended and any credits acquired by the student, this location then transmits the documentation to the committee responsible for the course in question (or the equivalent to an evaluating committee), which deliberates to validate the student's previous academic career, identifying how it should be continued.

This evaluation may identify:
- any training shortfalls/additional or propedeutic courses whenever it finds any elements of inconsistency between the previous curricula and the ones practised by IED;
- any educational credits, whenever there is an overlap between the previous curricula and the ones practised by IED.

The IED decides independently how to make up for any educational shortfalls with respect to the year in which the student is enrolling, whenever possible in line with the recuperation courses organised for students who are already enrolled in the same course.

Students who apply for a transfer from another academy or university must in any case hold the qualifications necessary to entitle them to access the courses in question.

All applications that are approved by IED are in accordance with University of Westminster academic regulations including consideration by the Accreditation of Prior Learning (APL) Committee.
http://www.westminster.ac.uk/study/current-students/academic-regulations

AIMS OF THE COURSE
The BA Honours Fashion Design course at IED Milan/Barcelona aims to ensure that participants have the knowledge and understanding as well as the design skills to work professionally as fashion designers. The 3 year course is taught and assessed in English and represents a natural progression from IED's 40-plus year history in design education. It is based on IED's successful and advanced educational system, which continually generates highly skilled creative fashion graduates who go on to establish themselves successfully at all levels and in all fields of the fashion industry.

Through a balanced combination of theoretical and practical teachings and the application of a detailed skills strategy by the course staff, students will be able to acquire the necessary knowledge and experience required to give shape to their technical and creative abilities and develop them in order to define their own design personality and display a mature approach to the demands of the current fashion

system – at the same time possessing a solid critical awareness of their work in relation to fashion culture and market.

After successful completion of the course, candidates can find placements not only designing garments but also in industry-related job positions such as styling, art direction or communication. The varied career options in the fashion industry provide fashion design graduates with the freedom to fully explore their creativity and find a good match for their skills and interests. These other job prospects include working as illustrators, fashion coordinators, fashion consultant, cutting assistant, fashion stylist, textile designer, colourist, fashion merchandiser, visual merchandiser, fashion journalist, fashion PR, etc.
The course also provides a basis for further advanced study in the fields of fashion, design and visual communication.

EMPLOYMENT AND FURTHER STUDY OPPORTUNITIES

Today's organisations need graduates with both good degrees and skills relevant to the workplace, ie employability skills. The University of Westminster and IED is committed to developing employable graduates.

The graduates from the BA HONS Fashion Design course will be able to work in a number of jobs relevant to their chosen subject including:

- Professional Consultants to the International Fashion and Design Industries.
- Freelance designers in the fashion design or fashion visual media environments.
- Entrepreneurs creating an enterprise, business or service.
- Practicing professional designers.
- Employed designers within an existing business.
- Masters students.

IED provides ongoing help and support in addressing students to an appropriate career outcome consistent with their personality and to get a concrete start in the business. It is strongly recommended to students willing to find an occupation in Italy or Spain to improve and solidify their knowledge of Italian/Spanish language.

IED's job placement office is the course service aimed at assigning students internship opportunities as well as building and developing collaborations with major fashion companies such as: Anna Molinari–Blumarine, Anteprima, Armand Basi, Armani, Aspesi, Balenciaga, Bally, Balmain, Bikkembergs, Bottega Veneta, Calvin Klein, Camper, Chanel Italia, Coccinelle, Colour's Company, Costume National, Custo Barcelona, De Beers, Desigual, Diesel, Dolce & Gabbana, Dsquared2, Emilio Pucci, Etro, Fendi, Friday´s Project, Furla, Gianfranco Ferré, Gucci, Inditex Group, Jil Sander, Jimmy Choo Italy, John Rocha, Jordi Labanda, Josep Abril, La Perla, Loewe, LVMH, Mango, Marina Rinaldi, Max Mara, Meltin' Pot, Missoni, Moncler, Moschino, Munich, Polo Ralph Lauren, Pomellato, Prada, Pronovias, Puig, Puma Italia, Roberto Cavalli, Sergio Rossi, Sergio Tacchini, TCN, Swarowski, Valentino, Vialis, Vivienne Westwood, Yves Saint Laurent, Zegna.

IED's career enhancement skills strategy also provides the course with a most necessary framework in order to correctly assess, encourage and develop the students' qualities to enter the fashion business.

Specific Career Enhancement Skills
Key competencies and skills specific to the BA Fashion Design course and aimed to provide students with all the features necessary to be competitive on the world market have already been listed within the Learning Outcomes.

In addition to those the course bestows other expertise, both professional and people based, that the student has the opportunity to acquire and mature, not only within their own specific training, but by actively participating in the life of the IED and all those extracurricular activities it offers.

The professional figure required today is a multi-faceted figure, who must have not only a strong cultural awareness, alongside the creative and technical skills, but must dominate both the specific Fashion context and the more general market. During the three-year course, students will have the opportunity of working with other departments as well as companies, and thus integrate different and complementary skills as well as develop new research models, through a multidisciplinary approach from product design to fashion, visual arts to communication.

The specific career skills are listed as follows:

Creative assets
Being able to recognise the creative peculiarities and compare them with the professional aims; developing talents and use them as foundations behind a fashion project; highlight technical and creative abilities as the strongest assets of a project.

Personal assets
Being able to work under pressure/stress and fulfil deadlines; team building; leadership; problem solving; time management.

Market-based skills
Being able to focus on the characteristics and structural peculiarities of a market; identifying the needs and demands of an economic system; defining with precision the commercial opportunities of a project; being aware of the evolution of market trends and able to forecast and anticipate them; entrepreneurial skills; capacity to delegate.

Cultural Advancement skills
Being able to expand the cultural background on the fashion system (collections, brands, designers, retailers, visual communication, sociology) and use it to build up a solid awareness of how fashion works; developing a knowledge of the evolution of style in relation to brand identities; comparing personal style to what is introduced and presented in the fashion system; knowledge of the reality of the current fashion system including an understanding of the social, political and economic situations that surround it; awareness of sustainable/ ethical business procedures and trends.

Language skills
Being able to build up a proper vocabulary in order to compare to the specific production and market needs of a profession; adapting to specific behavioural conditions related to the different interfaces of the business world.

Graduates of the BA Honours Fashion Design course at IED will also be provided to further their education through proper master/postgraduate programmes.

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 course skills strategy is designed to encourage new perceptions and enhance understanding and involvement of the student on numerous levels, not only to ensure that they are provided with advanced technical knowledge and techniques but also the other skills necessary to achieve a high level of professionalism and be able to compete in the fashion industry upon graduation.

The course skills strategy is organized under five headings that reflect the Dublin Descriptors of the Bologna Process (2004). Such Descriptors indicate the learning outcomes that students need to achieve within the BA Fashion Design Program.

The five headings are:

Knowledge and understanding: These skills are designed to develop the students´ conceptual insight and analysis, focusing on research skills, theoretical and practical methods and how they are applied. They are the starting point for the other skills.

Applying Knowledge and Understanding: These skills provide students with the expertise necessary to form part of the fashion industry after completing the programme, gradually building up from Level 4 to Level 6, from the base skills to highly specific training in all areas related to fashion design including: textiles, pattern and dress making, IT, drawing, collection structure, etc.

Communication Skills: These skills are designed so that students develop the confidence and originality needed to successfully communicate their ideas verbally, visually and in writing reflecting knowledge of the marketplace and in an appropriate language according to a specific context.

Making Judgements: These skills encourage students to develop an individual point of view, being able to critically evaluate their own work and that of others with confidence.

Knowledge and Understanding
Level 4
· Demonstrate a range of design and practice methods.
· Undertake research and begin to take the initiative in thinking out new sources.
. Demonstrate a knowledge of fashion and a capacity to understand and evaluate its changes and evolution
. Be able to analyse the main concepts lying beneath fashion and how they work.
. Be able to understand a concept structure and the connections between all its elements.
. Demonstrate a basic ability to recognise fabrics and their characteristics.

Level 5
· Develop their work within a conceptual framework.
· Demonstrate an understanding of fashion culture and fashion business and how they relate.
. Develop an in depth and articulate awareness of concepts behind a work.
· Research and investigate a topic.

Level 6
· Assimilate and synthesise diverse ideas and concepts.
· Read and analyse complex data.
· Relate general concepts to real situations.
· Have a detailed knowledge of fashion culture and fashion business.
. Be able to understand the meaning of a fashion collection and the concepts behind it.

Applying Knowledge and Understanding
Level 4
· Translate a basic design through into a finished garment.
· Show developing skill bases in drawing and two-dimensional presentation skills.
· Demonstrate basic use of CAD software and digital imaging software.
· Demonstrate a basic ability to develop a project that links technical and theoretical knowledge, applying it to creative processes.
· Understand and show a developing capacity to apply pattern making, moulage and dressmaking as interrelated subjects to design, draft and construct basic garments such as skirts, blouses and shirts using the learnt skills.
. Translate concept structures into concrete procedures.

Level 5
· Demonstrate a more sophisticated grasp of specialist cutting and tailoring techniques.
· Acquire important experience of working with specific materials.
· Continue to develop an area of appropriate practical and technical skill.
· Understand and apply CAD software and digital imaging software and other relevant IT.
· Demonstrate a more sophisticated understanding of textiles and product, including how to structure and develop a collection, being able to select the right tools and apply them to the collection.
· Demonstrate basic knowledge of marketing tools in the fashion industry.
· Acquire experience with market research techniques.
· Understand the use of more complex pattern cutting skills required for drafting and constructing such garments as trousers dresses and jackets.

Level 6
· Make skilled use of CAD software, digital imaging software and all other IT relevant to their practice.
· Demonstrate a strong working knowledge of how to design and structure a collection, how to pinpoint a specific fashion target/clientele and have the capacity to design within this perimeter.
· Have the technical and theoretical skills necessary to enter the competitive fashion sector, showing a high level of professionalism in terms of design, production of work and communication of ideas.
· Have the knowledge and practice to produce their collection, applying the basic and complex concepts of patternmaking and dressmaking.
· Perform complex skills consistently, using a specific range of techniques.
· Understand the bigger picture related to fashion design including, but not limited to: styling, accessories, garments, image, marketing etc.
· Demonstrate knowledge and understanding to start up their own business, writing a business plan.
· Have the knowledge and practice to produce the garments and accessories presented in their Major Project.

Communication
Level 4
· Communicate verbally, visually and in writing and select the language according to the context.

Level 5
· Express their ideas in an increasingly confident and creative way both visually, whether two or three dimensionally, and verbally.
· Express their ideas with increasing coherence and fluency, and pursue a less narrative, more analytical approach to their work.

· Present and record appropriate research and the reflective process in a coherent format.
· Communicate effectively and select the appropriate language according to the context.

Level 6
· Be able to communicate their creative talent and versatility effectively both on the catwalk and through a varied portfolio of design work, convincing the audience/client of its validity.
· Be able to make presentations of both their two and three-dimensional work to a professional industry standard.
· Be able to express design concepts and ideas in an articulate and persuasive manner that reflects comprehensive research and an assured critical and analytical approach.
. Be able to convey the concepts behind their final project using the appropriate and most effective tools.

Making Judgements
Level 4
· Critically understand information.
· Evaluate qualitatively and quantitatively.
· Be able to use the fashion design concepts to interpret and analyse a fashion collection at a basic level.

Level 5
· Debate with growing confidence the relationship between design and market both in general and in the context of design practice.
· Begin to explore individual critical design processes.
· Critically evaluate information both qualitatively and quantitatively.

Level 6
· Be able to demonstrate an independent, critical stance towards their own work.
· Apply the criteria they have developed for evaluation of their work.
· Engage in critical debate and produce detailed and coherent design proposals.
· Develop a point of view based on fact and argue this point to a positive outcome.
· Show critical thought, analysis and interpretation.
· Source relevant service providers for specific tasks.
· Evaluate their own performance in the context of professional experience.

Learning Skills
Level 4
· Manage their own learning and work independently.
· Work with others through negotiation, collaboration, in groups or teams.

Level 5
· Gain experiential development in formulating designs from a research base.
· Show a general knowledge of the wide range of possibilities in the field of design, improving their self-confidence as designers and their ability to experiment and adapt to any market they choose, including the launching of a new brand into the market.
· Manage their own learning and work independently.
· Manage group and teamwork.
· Take and manage risk.

Level 6
· Have developed a clear, individual, design personality.
· Be eligible to advance to postgraduate level.
· Work autonomously and undertake independent research & analysis.

· Organise and supervise others to carry out instructions and tasks.
· Independently plan and manage their own resources and processes.

LEARNING, TEACHING AND ASSESSMENT METHODS

Learning/Teaching
The IED supports teaching and learning to be responsive to students' needs and prepare them to debut successfully in the fashion world.
Lectures remain an important way to communicate information and achieve educational goals.
We differentiate between explicit and tacit knowledge in order to provide both what can be communicated through lectures and what can only be learned by doing and executing projects.
Individual projects challenge students to understand the whole process of designing, including briefing, research, conceptualization, evaluation, prototyping and production. Co-operative learning situations and collective critiques stimulate critical thinking and their awareness of multiple perspectives. Our teaching staff are experts and professionals in their fields.
Altogether, the project-based learning environment is unique, providing students with applied skills and ensuring that their innovation is always up to the minute with the latest tools, methods and trends in style, taste and the market.

Lectures – from current staff members or guest speakers from industry, they aim to inform and stimulate the students' learning experience.

Seminars – through discussion groups to question and analysis of their work in the company of their peers.

Workshops – to teach specialist vocational skills to small groups of students.

Tutorials – one-on-one contact with a member of the teaching team to discuss the students' development and progress within a module on a more personal level.

Independent assignment – student-defined research and project work that is assessed to modular guidelines.

Feedback on assessed work
Students receive written feedback on assessed work through the marking sheets. Marking sheets are grids reporting the assessment criteria specific of each module and specified in the course project brief. Each one of the criteria is to be evaluated separately with a mark and a written comment in order to guarantee an articulate and transparent feedback on all parts of the student work and a thorough view of the student level of achievement. Once all partial comments and marks are completed, one overall mark (the result of the average of all reported evaluations) is be written. The marking sheets are to be available on Moodle within ten days after the assessment in order to be downloaded by students. Marking sheets are to be provided for every piece of the assessment reported on the module summaries. All grades are subject to final ratification by the University of Westminster.
The feedback provided about examination scripts (oral or written) should promote learning and facilitate improvement. Feedback about assessed work should be taken seriously and shows the current stage of the student, but it is also seen as a challenge to improve for the next teaching session. If students do not understand their assessments, they should immediately talk with their lecturer, who will explain the feedback, which could be a grade as well as a comment. All faculties are instructed to take their time to explain the assessments given.

In order to provide students with an ongoing feedback reference and keep track of their academic path, all written feedback on assessed works is to reported on the proper spaces present on Moodle – feedback is reported either in grades or written statements in order to evaluate the students' work with a proper critical approach and guarantee a full understanding of their strong and weak points.

Course Structure
The course is structured through Basic (B) Modules and Minor (M) Modules. All Modules must be attended, students cannot choose which lessons and/or Exams to take. Full-time Undergraduate students study 120 credits per academic year.

Level 4 – Semester 1		
MIED 402 PATTERN AND DRESSMAKING TECHNIQUES 1 - Moulage 1 - Pattern, Cutting and Tailoring 1 – Womens - Pattern, Cutting and Tailoring 1 – Mens - Dressmaking 1	B	30 credits
MIED 403 TEXTILE DESING 1 - Materials and Technology 1 - Introduction to Colour - Printing Process 1	B	15 credits
MIED 401 REPRESENTATION TECHNIQUES 1 - Fashion Drawing - Digital Design 1	B	15 credits
Level 4 – Semester 2		
MIED 404 FASHION CULTURE 1 - History of Fashion - Contemporary Fashion and Trends	M	15 credits
MIED 405 FASHION DESIGN 1 - Investigation Methodology - Fashion Portfolio - Project 1: Fashion Collection	B	30 credits
MIED 400 VISUAL CULTURE - Art History	M	15 credits
Award of Certificate of Higher Education available.		
Level 5 – Semester 1		
REPRESENTATION TECHNIQUES 2 – MIED501 - Digital Design 2 - Fashion Illustration	M	15 credits
PATTERN AND DRESSMAKING TECHNIQUES 2 – MIED502 - Pattern Cutting and Tailoring 2- Womens - Pattern Cutting and Tailoring 2- Mens - Moulage 2 - Dressmaking 2	B	15 credits
TEXTILE DESIGN 2 – MIED503 - Materials and technology 2 - Printing process 2	M	30 credits
Level 5 – Semester 2		
FASHION CULTURE 2 – MIED504 - Semiotics and communication - Sociology	M	15 credits

FASHION MANAGEMENT 1 – MIED500 - Marketing - Fashion System	M	15 credits
FASHION DESIGN 2 – MIED505 - Womenswear collection - Menswear collection	B	30 credits
Award of Diploma of Higher Education available.		
Level 6 – Semester 1		
FASHION CULTURE 3 – MIED604 - Fashion styling - Fashion in cinema - Fashion photography	M	15 credits
PATTERN AND DRESSMAKING TECHNIQUES 3 – MIED602 - Moulage 3 - Pattern Cutting and Tailoring 3- Womens - Pattern Cutting and Tailoring 3- Mens - Dressmaking 3	M	15 credits
MAJOR PROJECT RESEARCH – MIED600	B	15 credits

FASHION DESIGN 3 – MIED605
- MILAN:
    Flash Project Women & Product Management/
    Flash Project Men /
    Accessories collection
- BARCELONA:
    Sustainable Fashion Collection
	B	30 credits

FASHION MANAGEMENT 2 – MIED601 - Fashion Brand Management & legal protection - Business plan	M	15 credits
Level 6 – Semester 2		
MAJOR PROJECT – MIED603	B	30 credits
Award of BA/BA Honours available.		

In compliance with the informative principles of its tuition activities, IED reserves the right to introduce and govern participation of the Students – in accordance with selection criteria based on merit, logistics and financial considerations, on indisputable assessment by the Board of Director – in supplementary activities, such as, by way of example only, exhibitions, fairs, multidisciplinary workshops, fashion shows, competitions, studies, training courses, projects in collaboration with outside agencies.

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

All students should make sure that they access a copy of the current edition of the general University handbook called Essential Westminster*,* which is available at westminster.ac.uk/essential-westminster. The following regulations should be read in conjunction with Section 17: Modular Framework for Undergraduate Courses and relevant sections of the current Handbook of Academic Regulations, which is available at westminster.ac.uk/academic-regulations

Reference points for the course

Internally
IED Barcelona (IED BCN) mission statement
IED BCN Quality and Performance Monitoring Policy
IED BCN Academic Council policy
IED BCN Strategy
IED BCN Course Committee Meetings and Student Survey
External Examiner Reports
University of Westminster (UoW) mission statement
EIC UoW Guide to Learning Outcomes adn Assessment Criteria
UoW Quality Assurance Handbook
UoW Handbook of Academic Regulations
Programme Specification for Fashion Design undergraduate degrees.

Externally
SEEC level descriptors
QAA Subject Benchmarking statements in Fashion Design
QAA Code of Practice
Dublin Descriptors of the Bologna Process, a framework for the European Higher Education Area (EHEA)

QUALITY MANAGEMENT AND ENHANCEMENT
The course responsible are committed to the application of ongoing quality control procedures consistent with the parameters reported both on the academic rules and regulations document and on the course handbook. The course responsible will also verify all enrolled students are provided with a copy of both documents.

Course Management
The management structure supporting the course is as follows:

Fabricio Pérez	**Lead Course Coordinator (Barcelona)**
Michele Guazzone	**Course Coordinator (Milan)**

Responsible for day to day running and overall management of the course and development of the curriculum

Simona Maccagnani	**Academic Coordinator (Milan)**
Jürgen Salenbacher	**Academic Coordinator (Barcelona)**

Holds academic responsibility for all courses within the location.

Davide Alesina Maietti	**Didactic Coordinator (Milano)**
Silvia Martin	**Didactic Coordinator (Barcelona)**

Holds academic responsibility for all courses within the Fashion School.

Sara Azzone	**Fashion School Director (Milan)**
Julia Weems	**Fashion School Director (Barcelona)**

Holds overall responsibility for the fashion design school.

Emanuele Soldini	**Director IED Milan**
Alessandro Manetti	**Director IED Barcelona**

Holds overall responsibility for the entire location.

Michele Capuani   **Dean of IED Group**

Is responsible for the academic endeavour of the IED group and supervises all the academic group activities. Is directly involved in the strategic design and in the development of new projects.

The core team of dedicated specialists combine design expertise with teaching experience. The core team offers key skills and tutors to the students. Mainly these are the modules responsible within the teaching team.

There is a module responsible in each seat for each module. But one of both module responsibles has the lead function and is announced. This person will make decision if there is a conflicting view is responsible for the up-to date material within the IED-moodle platform.

The Fashion Design (BA Honours) course coordinator
The course coordinator provides leadership and overall management of the Fashion Design course. This includes the control of the course budget, staffing and timetabling, academic oversight of the course.

Since there are two seats involved, one of the course coordinators is the lead course coordinator. He/she will make decisions if both coordinators can't agree.

Lead Course Coordinator (Barcelona): Fabricio Pérez

Course Coordinator (Milan): Michele Guazzone

Module Responsible
Module Responsible have academic oversight of their modules and are responsible for the effective monitoring and administration of modules. This includes the organising and recording of all assessment procedures and making sure feedback mechanisms operate successfully.

Visiting Professional
Visiting Professional are experts in their field who come into talk about specific areas of practice. They may teach design, pattern cutting, specialised skills such as CAD or Knitwear or a combination of such skills. They may also be visiting professionals that give one off design lectures throughout the course.

Course approval, Monitoring and Review:
The course is 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 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.

Student involvement in Quality Assurance and Enhancement
Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways. The most formal mechanism for feedback on the course is the Course Committee. Student representatives will be elected to sit on the Committee to represent the views of their

peer group in various discussions. The University and the Students' Union work together to provide a full induction to the role of the Course Committee.

All students are invited to complete a Module Feedback Questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced. The University also has an annual Student Experience Survey, which elicits feedback from students about their course and University experience.

Students meet with review panels when the periodic review of the course is conducted to provide oral feedback on their experience on the course. Student feedback from course committees is part of the Faculty's' quality assurance evidence base.