# Programme Specification

## Queen Margaret University
### EDINBURGH

Where appropriate outcome statements have been referenced to the appropriate Benchmarking Statement **(BS)**

| | | |
|---|---|---|
| 1 | **Awarding Institution** | Queen Margaret University |
| 2 | **Teaching Institution** | Queen Margaret University |
| 3 | **Professional body accreditation** | NA |
| 4 | **Final Award** | BA(Hons) Film and Media |
| | **Subsidiary exit awards** | Cert HE (Level 7) |
| | | Dip HE (Level 8) |
| | | BA Film and Media (Level 9) |
| 5 | **Programme Title** | BA (Hons) Film and Media |
| 6 | **UCAS code** (or other coding system if relevant) | P303 |
| 7 | **SCQF Level** | 10 |
| 8 | **Mode of delivery and duration** | Full Time (4 Years) / Part Time (6 Years) |
| 9 | **Date of validation/review** | 9th May 2019 |

## 10. Educational Aims of the programme

Queen Margaret University aims to produce graduate attributes. Undergraduate programmes at QMU will aim to foster graduates who have, in addition to the knowledge and skills required for their discipline, social and personal attributes to equip them for life. QMU aspires to develop graduates who:

- Have academic, professional and personal skills for career management and personal development;
- Undertake and use research: understanding the nature and boundaries of knowledge creation; applying skills of enquiry, critical analysis, synthesis and creative thinking to investigate problems; systematically collecting and evaluating evidence; and proposing solutions;
- Conduct themselves professionally and ethically, respecting the diversity of others;
- Have the capacity to help build a socially just and sustainable society, striving for high levels of social, ethical, cultural and environmental conduct;
- Are mindful of their role as global citizens, contributing positively to society at local, national or international levels;
- Demonstrate high level skills of information literacy and communication to create and share knowledge;
- Promote the principles of multi-/inter-disciplinarity;
- Are confident, responsible, autonomous and critically reflective lifelong learners.

### Programme Specific Aims

In addition to the above aims, the BA (Hons) Film & Media has a number of specific aims and learning outcomes that are listed below. In developing the aims and learning outcomes the programme team have been informed by the QAA benchmark statements for Communication, Media, Film and Cultural Studies (2016) as a subject area. For specific details of how the programme learning outcomes map across the various modules, please see separate document (to follow).

The BA Film & Media Programme aims to produce graduates who:

- Apply key transferable skills of teamwork, self-directed learning, critical research and personal expression across a variety of media;
- Are consumers and creators of a wide range of types of media content;
- Have the skills to pursue entrepreneurial pathways and the film, media and creative industries;
- Understand the workings of contemporary film and media industries and the ways they shape and are shaped by politics, culture and economics;
- Are able to express their ideas with confidence, creativity and clarity in writing, in person or through their original media;

In addition to the above, the BA (Hons) Film & Media will produce graduates who:

- Are able to plan and execute independent critical or creative projects.
- Take responsibility for their on-going personal and professional development and career planning.
- Apply critical concepts to their evaluation of the intersections of the media and contemporary culture.

## 11. Benchmark statements/professional and statutory body requirements covered by the programme

NA

## 12. Learning Outcomes of the Programme

The degree provides the opportunity for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas. These learning outcomes articulate with the characteristic outcomes described in the Level 10 descriptors of the SCQ Framework:

### A. Knowledge and Understanding

On completion of the programme the student will have gained knowledge and understanding of:

A1. The social and cultural roles of different forms of media and the ways in which they function and are used differently across different audiences, cultures, times and places.
A2. The ways industrial structures, regulatory frameworks and technological change shape and are shaped by film and other forms of media.
A3. The ways in which Film, ideas about Film and the industrial and social structures which produce Film have changed throughout the history of the medium.
A4. The audio, visual, verbal, narrative and other formal conventions through which sounds, images and words make meaning.
A5. A variety of research techniques and practices relevant to the fields of Film Studies and Media Studies.
A6. The key production processes and professional and creative practices relevant to the Film, Media and Cultural Industries.

### B Intellectual Skills
On completion of the programme, students will be able to:
B1. Engage critically with major thinkers, debates, intellectual paradigms, theories and principles applicable to the fields of Film Studies and Media Studies.
B2. Carry out various forms of research for essays, projects, creative productions or dissertations involving sustained independent enquiry.
B3. Formulate appropriate research questions and employ appropriate qualitative and quantitative methods for exploring those questions.

B4. Consider and evaluate their own work in a reflective manner, with reference to academic and/or professional issues, debates and conventions.

B5. Understand and comply with the ethical standards appropriate to research in the fields of Film Studies and Media Studies.

**C Practical Skills**

On completion of the programme, students will be able to:

C1. Operate in a range of media production roles including writing, camerawork, sound recording and editing.

C2. Be adaptable, creative and reflexive in producing content for a variety of audiences and in a variety of different forms of media.

C3. Initiate, develop and produce distinctive and creative work within various forms of writing, audio, visual, audio-visual or other electronic and digital media.

C4. Work to client briefs to design, organise and implement creative content in a professional context.

**D Transferable Skills**

On completion of the programme, students will be able to:

D1. Work in flexible, creative and independent ways, demonstrating discipline, self-direction and perseverance.

D2. Collate, organise and deploy ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or other forms.

D3. Communicate effectively in interpersonal settings, in writing and in a variety of media.

D4. Work productively in a group or team, showing abilities at different times to listen, contribute and also to lead effectively.

## 13.  Teaching and learning methods and strategies

In line with the Student Experience Strategy, the programme consistently aims to place the student at the centre of the learning process. The teaching and the learning strategies utilised are designed to enable independent progress within a supportive framework. The structure and content of the programme modules are designed to facilitate flexibility and, at times, allow students to follow their own specific interests. They are also designed to balance the needs of academic scholarship with the practical skills and knowledge required to support graduate employability. To implement this strategy, a varied menu of learning and teaching methods have been used that allow all students to engage with, practice, and demonstrate mastery of new skills and achievements in as wide a variety of contexts as possible. Methods used include lectures, tutorials, discussions, field trips, reflective opportunities, case studies, problem-based learning and master-classes. This variety of approach, coupled with an emphasis on self-directed learning, supports the effectiveness of the learning process and fosters reflective student practice, allowing students to tailor their learning to their specific needs and aspirations. The diversity of these approaches ensures that the programme contains numerous opportunities for students to use their new knowledge and apply it critically to real-life examples.

Wherever possible, the programme team will adhere to QMU's Inclusive Learning and Teaching Policy in the delivery of programme content ([https://www.qmu.ac.uk/media/3974/inclusive-learning-and-teaching.pdf](https://www.qmu.ac.uk/media/3974/inclusive-learning-and-teaching.pdf)). The majority of teaching material is uploaded to the HUB in advance of teaching sessions and students are able to request that they record lectures and seminars.

### *Teaching philosophy*

As a course that prides itself on being theory-led and offering a traditional humanities education within the context of a modern university, the BA (Hons) Film & Media degree provides students with exposure to a broad range of learning activities and critical challenges with the aim of fostering independent critical thinking and self-directed learning.  The programme's innate breadth, which encompasses material on the production and critical understanding of various different media, critical theories about culture and society, and exposure to cultures and traditions of thought from around the globe, provides students with a set of resources on which to build a lifelong approach to learning.

Our lectures aim to introduce students to ideas and pose problems and provocations that can then be explored further in seminars, where teachers offer formative feedback and guidance as students develop their critical skills. Our assessments encourage students to practice a variety of different ways of organizing and presenting ideas and arguments, and to learn to work both independently and as a member of a team. This approach also holds for our practical modules, where students are given the space to explore the equipment and skills introduced to them in taught sessions in close coordination with teaching staff who advise and guide them as they learn.

Ultimately, the teaching on the BA (Hons) Film & Media degree is designed to produce independent learners who engage critically with the world around them and to generate and communicate new ideas, whether through academic or creative practice.

The programme employs the constructivist theory of learning that the lecturer does not transmit knowledge. It is, rather, created by the student through their learning activities. Learning results in a conceptual change, a high cognitive level activity, rather than the acquisition of content or facts. While this requires students to acquire the relevant knowledge base, it is the application and evaluation of that knowledge that should be the focus of their learning activity. Ways in which the programme facilitates and encourages this kind of 'deep approach' to learning is by:

- Making programme learning outcomes explicit to students
- Emphasising depth of learning rather than breadth of coverage
- Ensuring module learning outcomes are aligned with the appropriate SCQF level
- Teaching in such a way as to encourage an active response from students (by questioning and facilitating rather than expounding)
- Assessing for learning outcomes rather than factual content
- Ensuring the climate of teaching and learning both facilitates and motivates student learning (understood in terms of both the relationship between students and lecturers and the physical environment in which learning takes place).

## 14. Assessment strategies

Following the principle of constructive alignment, assessment on the programme is designed to evaluate how well students have achieved the learning outcomes of the programme. Assessment is located within individual modules, but the learning outcome of each module, clearly identified in the descriptor, is clearly aligned with particular programme learning outcomes.

The assessment strategy has also been informed by QMU's Graduate Attributes and aligns with guidance provided by the ASSAM School Academic Board (SAB) in regards to assessment load for taught modules. Specifically this guidance indicates that standard assessment load for taught modules should adhere to:

- SCQF L7 – 1 or 2 assessments totalling the equivalent of 2000 words
- SCQF L8 – 1 or 2 assessments totalling the equivalent of 3000 words
- SCQF L9 – 1 or 2 assessments totalling the equivalent of between 3000 and 4000 words
- SCQF L10 – 1 or 2 assessments totalling the equivalent of between 3000 and 4000 words
- No module should normally have more than two components of assessment.

While it is expected that the majority of modules would be able to fit into such a framework, where there is a strong case for why a module might need a more bespoke assessment pattern, the module co-ordinator has been able to make that argument.

The programme uses a mixture of formative and summative assessments on modules. These include some examinations but are largely assessed through a variety of forms of coursework, including:

- Academic Essay
- Presentation
- Research Report
- Electronic Posting
- Case Study

- Practical or creative product (in appropriate medium)
- Reflective report
- Web-Portfolio
- Dissertation

These forms of assessment have been chosen to maximise students' high cognitive level activity. Most are the result of individual effort, but some take the form of group work.

All assignment specifications are peer reviewed by the programme team and all level 3 and 4 assessment specifications and exam papers are forwarded to the external examiner for information and comment before distribution to students.

**Assessment formats for core modules on BA (Hons) Film & Media**

| Core Modules BA (Hons) Film & Media | Credit value | Assessment format |
|---|---|---|
| **LEVEL 1** | | |
| Studying Media and Communications | 20 | 50% Media consumption diary, reflection and analysis<br>50% Essay |
| Media and Communication Industries | 20 | 30% Infographic on case study<br>70% Essay |
| Media Analysis | 20 | 50% close textual analysis<br>50% critical essay |
| Studying Cinema | 20 | 40% Portfolio of Film Writing<br>60% Essay |
| Media Production: Skills and Techniques | 20 | 50% Video project<br>50% Photography project |
| Media Production: Video Project | 20 | 90% Non-fiction film (3 mins)<br>10% reflective essay |
| **LEVEL 2** | | |
| Film Genre | 20 | 20% Presentation<br>80% Essay |
| Media Production: Storytelling | 20 | 90% 3 Minute Short Film<br>10% Critical evaluation report |
| Popular Media Cultures | 20 | 50% Essay<br>50% Case study |
| Client Project | 20 | 30% Pitch Presentation (Group)<br>70% Presentation & Documentation (Group) |
| Disruption in Media and Cultural Industries | 20 | 40% Case Study<br>60% Comparative Essay |
| Media Production: Online Journalism | 20 | 50% Individual content project (photography or written)<br>50% Group journalism production project |
| **LEVEL 3** | | |
| Media, Politics and Culture | 20 | 40% Case study<br>60% Critical essay |
| Entrepreneurship in the Film, Media and Communications Sectors | 20 | 100% Business Plan or Personal Development Plan |
| Global Film Cultures | 20 | 30% Group Presentation<br>70% Essay |
| Designing a Research Project | 20 | 100% Research proposal |
| **LEVEL 4** | | |
| Modernity on Screen | 20 | 50% Close textual analysis<br>50% Conceptual essay |
| Film and the Family | 20 | 75% Essay<br>25% Group presentation |

| Dissertation | 40 | 100% Dissertation |
|---|---|---|

Staff submit proposed dates for their submissions in the Summer leading up to term time and the Programme Leader checks these for problematic conflicts and crunch-points, making adjustments as necessary to ensure a balance in terms of student experience and staff workload. Our goal is, eventually, to produce a calendar of assessments which can roll over from year to year, with the only necessary changes occurring when modules have been altered.


*Formative assessment*

In addition to the summative assessments detailed above, students are also required to undertake a range of informal formative assessments. The assessments can vary from year to year but are all intended to provide students with the opportunity to 'test out' ideas and to gain practice in key skills such as critical thinking, presenting, and developing an argument. Feedback is primarily provided in class and can come from both tutors and peers. Indicative activities include:

- Socratic questioning in the course of seminar discussion
- Student-led breakout group discussion in seminars
- Verbal feedback on work in progress (especially in production modules)
- Formal presentations or written exercises with written formative feedback


## 15. Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)

The named award follows a modular structure that operates across the institution and delivery of all modules follows the University's semester system. There are two semesters in an academic session, totalling 30 weeks. Teaching is delivered across 12 weeks and there are a number of weeks at the end of each semester without class contact. This time is set aside for independent study, examinations, for completion and marking of assignments.

The programme adheres to the SCQF guidelines that "one credit point represents the amount of learning achieved through a notional 10 hours of learning time which includes everything a learner has to do to achieve the outcomes in a qualification including the assessment procedures" (https://scqf.org.uk/the-framework/about-the-framework/).

A 20-credit module, the credit norm for modules on this programme, is therefore expected to require a notional 200 hours of student effort. The exception is the *Dissertation*, which is worth 40 credits and so requires a notional 400 hours of student effort.

The named programme has been designed to combine a good knowledge and understanding of film and media and blends theory and practice throughout. In years one and two students are required to complete a number of shared modules with other programmes in the division introducing students to the relevant concepts, theories, industries and production skills. In level 3 and 4 students can tailor their programme depending on elective choices, industry based learning and dissertation topic.

The programme is delivered as a full time course over four years, although it is possible to study it part-time across six years where individual circumstances necessitates such an approach.


*HNC and HND articulation*

The BA (Hons) Film & Media programme is open to accepting students with relevant HNCs into level 2. This typically means students who have studied the HNC (Creative Industries) Media and Communications course. While there are other HNCs and HNDs that are potentially relevant, the Media and Communications course offers the closest approximation to the mix of theory and practice that makes up our degree, others are often more vocational in their structure and content. Even with the Media and Communications HND, however, we have found that HND students are placed at a significant disadvantage when they enter into Level 3 due to the absence of film theory on the HND programme, and so HND students would also be required to enter the Film & Media degree at Level 2. However, HND students can enter directly onto Level 3 of the BA (Hons) Media & Communications programme or BA (Hons) PR & Marketing Communications Programme.

*Choice and optionality*

The BA (Hons) Film & Media programme does not contain any explicit specialist pathways, but does offer students a significant degree of optionality. After the shared curriculum of levels 1 and 2, students in the final two years of their degrees can lean heavily in the directions that interest them most. Students interested in media production may take modules like Video Production, Screenwriting and Photography Practice. Those more interested in critical and theoretical approaches might pursue Television Drama, Film and the Family, or Storytelling in Convergent Media. This flexibility allows students significant control over the customisation of their degree, while retaining a solid spine of core modules throughout the programme. In addition, students can customise the programme further through opting to undertake a period of industry-based learning and also through selecting both the topic and type (written, video, photographic) of dissertation that they would like to complete.

## Overview of programme structure

| Code | Title | Credits | Co-ordinator | Sem |
|------|-------|---------|--------------|-----|
| **Year One** | | | | |
| I1171 | Studying Media and Communications | 20 | Jill Marshall | 1 |
| I1172 | Media Production: Skills and Techniques | 20 | Mark Gillham | 1 |
| I1170 | Media Analysis | 20 | Lesley-Ann Dickson | 1 |
| I1173 | Media and Communications Industries | 20 | Robert Munro | 2 |
| I1176 | Studying Cinema | 20 | Michael Stewart | 2 |
| I1174 | Media Production: Video Project | 20 | Walid Salhab | 2 |
| **Year Two** | | | | |
| I2145 | Film Genre | 20 | Michael Stewart | 1 |
| I2174 | Media Production: Storytelling | 20 | Graham Drysdale | 1 |
| I2175 | Popular Media Cultures | 20 | Mark Percival | 1 |
| I2177 | Client Project | 20 | Denny Collie | 2 |
| I2178 | Disruption in Media and Cultural Industries | 20 | Mark Percival | 2 |
| I2179 | Media Production: Online Journalism | 20 | Dominic Hinde | 2 |
| **Year Three** | | | | |
| I3195 | Entrepreneurship in the Film, Media and Communications Sectors | 20 | Denny Collie | 1 |
| I3198 | Media, Politics and Culture | 20 | Martin Zeller-Jacques | 1 |
| | Elective Module | 20 | | 1 |
| I3199 | Global Film Cultures | 20 | Michael Stewart | 2 |
| I3196 | Designing Research Projects | 20 | Lesley-Ann Dickson | 2 |
| | Elective Module | 20 | | 2 |
| **Year Four** | | | | |
| I4187; I4191; I4192; I4188; I4190 | Dissertation (One of: Written; Video; Group Video; Photography; Screenwriting) | 40 | Mark Percival; Mark Gilham; Graham Drysdale; Walid Salhab | 1&2 |
| I4171 | Modernity on Screen | 20 | Jill Marshall | 1 |
| | Elective Module | 20 | | 1 |
| I4152 | Film and The Family | 20 | Michael Stewart | 2 |
| | Elective Module | 20 | | 2 |

**Eligibility for Awards**

There are no specific programme requirements for the name of the award so the standard QMU awards apply:

- Cert HE 120 credit points of which a minimum of 100 are at SCQF level 7 or higher

- Dip HE 240 credit points of which a minimum of 100 are at SCQF level 8 or higher

- Degree 360 credit points of which a minimum of 100 are at SCQF level 9 or higher

- Honours Degree 480 credit points of which a minimum of 220 are at SCQF level 9 and 10, including at least 100 at level 10

Ten SCQF Credits are equivalent to five European Credits (ECTS) therefore 120 SCQF credits equal 60 ECTS.

## 16. Criteria for admission

The University is committed to equality of opportunity. We seek to promote diversity amongst our students, staff and applicants. We recognise the particular contributions that are made by individuals from a wide range of backgrounds and experiences, to the achievement of our vision and strategic objectives. We aim to promote entry to a diverse range of students, whatever their background. The University seeks to provide access to its courses from as wide a range of entrants as possible, subject to the essential principle that entrants have a reasonable expectation of completing their course successfully within the normal duration of the course. In processing applications for this programme the standard precepts of the University Admissions Regulations apply. Full details of both the admissions policy and contextualised admissions policy can be found at:

https://www.qmu.ac.uk/about-the-university/quality/committees-regulations-policies-and-procedures/regulations-policies-and-procedures/

*Standard entry requirements*

- Scottish Higher: Standard BBBB (Minimum BBCC for contextualised admissions)
- A Level: BCC
- Irish Leaving Certificate: H2 H2 H3 H3
- International Baccalaureate: 28 points
- International: IELTS of 6.0 with no element lower than 5.5.
- Recommended subjects: English, Media Studies, or Film Studies preferred at Higher/A level or equivalent. English required and Maths preferred at Nat 5/ GCSE.
- Mature/Access: Related Access courses – www.qmu.ac.uk/college-qualifications.

Direct Entry for BA (Hons) Film & Media is as follows:

*Year Two*
o  HNC in a related subject with B in the graded unit
o  HND in a related subject with CB in the graded units
o  Scottish Higher: BC at Advanced Higher in relevant subjects plus BB at Higher
o  A Level: BBB in relevant subjects

*Non-standard entry*

While the centralised admissions team will manage applications for standard entry, applications for non-standard entry will be assessed by the Programme Leader to ensure consistency of decision-making in such cases. An interview with the applicant may be arranged in order to gather evidence. Entry would normally be based on the following criteria:

- Recent study at FE or HE in a cognate subject area
- A student's demonstrable track-record of interest in/enthusiasm for the subject

- A student's relevant personal or professional experience related to the subject
- A student's portfolio of existing creative or critical work

Applications for entry with general advanced standing (i.e. credit for previous study) are referred to the University's Recognition of Prior Learning Panel. Credit may also be given for prior experiential learning. Normally, credit given will be specific rather than general, i.e. on a subject for subject basis.

### English language requirements
Applicants must be able to communicate in English to a standard that is equivalent to level 6.0 of the International English Language Testing System (IELTS), with no element below 5.5.

### Applicants with disabilities

The University welcomes a diverse learning community and aims to support all students to participate fully in their studies and in University life. Applicants are strongly advised to declare any disability on their application. All applicants who have declared a disability and/or additional support needs and have accepted an offer of admission will be contacted by a Disability Adviser to discuss their individual requirements and the support that may be available to them should they choose to study at QMU. The University will make every effort to ensure that required support arrangements are put in place, however, this is dependent on the student applying in sufficient time and identifying their disability clearly at the time of application.


## 17. Support for students and their learning

### University support services

The University provides a range of support services to address students' academic and personal support needs. Most of these services can be accessed through the Student Services reception desk, which directs students to the best person to provide them with support about the following:

- financial advice
- counselling and well-being support
- disability service
- careers and employability service

Students with disabilities or additional learning needs are supported by the subject level Academic Disabled Students Coordinator who ensures that all reasonable adjustments are put in place to support the student in relation to teaching, learning and assessment. Individual learning plans are communicated to relevant staff. Meetings are held once per semester to discuss learning plans and make adjustments if necessary. The University Disability Services team provides advice and guidance to help develop the individual learning plan, and can also guide students towards additional resources and assistive technology where required.

Other University support services include:

- administrative support from the School Office and Registry
- training in academic skills from the Effective Learning Service
- English language classes for students whose first language is not English
- support for international students from the International Office
- a range of services to aid direct entrants, including a dedicated induction week and peer mentoring
- support provided by the Library Helpdesk and liaison librarians
- welfare and representation from the Students' Union
- an on-site Business Gateway

### Longitudinal Induction
There are a range of institutional induction activities to support students whether they are joining first year or direct entry students into levels 2, 3 and 4. These are provided by the Effective Learning Service

(ELS), the Library Resource Centre (LRC), School Office staff, Programme Leader and the teaching team. Initial sessions pre-entry and at the beginning of the academic year are complemented throughout the year with additional 'induction' sessions delivered on a 'just-in-time' basis to articulate with the type of activity they will be undertaking at that point in the course. Some of these sessions are embedded into modules while the ELS and the LRC offer others outside class time. Embedded sessions include an introduction to Hub, referencing, writing academic essays, presentation skills, working in groups and exam preparation.

Specifically, the ELS offers:

- Pre-sessional course for international students
- Pre-entry guidance
- QMAdvance induction course
- QMConnect
- Induction week for Direct-Entry students
- In-sessional academic writing classes for international, undergraduate and postgraduate students
- Resit Support Programme
- Individual study development support
- Generic study skills workshops for undergraduates
- Reflective Writing Skills
- LRC research skills workshops
- Study resources and booklets

### *Extra-curricular and social activities*

The team are aware of the role of extra-curricular and social activities in helping to build a supportive student cohort and develop additional graduate skills. The students Union provides a number of societies, many of them started and led by current BA (Hons) Film & Media students, which provide students with social, creative and professional opportunities. The Production Society provides students with further opportunities to create media for specific client briefs; the Film Society screens a curated selection of films from around the world in the Halle Lecture theatre throughout the year; and many of our students are also involved in the Comedy Society, Musical Theatre Society and the various sports societies.

Students are also encouraged to sign up to the University volunteering scheme, which includes opportunities to assist with peer mentoring, act as a student guide at open days, and become involved in school visits.

### *Personal Academic Tutors*

Each student is assigned a personal academic tutor (PAT) at the start of the programme. Students are encouraged to meet with their PAT at least once a semester. PATs discuss students' overall progress with them and suggest options that might help the student to deal with any challenges they face. PATs may refer students to relevant professional services as required. As part of the University's action plan after the most recent ELIR the PAT system will undergo a full review and the division will adopt any changes arising from this review.

### *Student representation and feedback*

The programme operates in line with the University regulations on student representation. Each year group elects a class representative, who liaise with the programme team through the following mechanisms:

- The Student Staff Consultative Committee (SSCC) meets once per semester. Students, who determine the agenda, lead meetings. If a student cannot be identified to chair the meeting, it is appropriate for a staff member to do this.
- The MCPA Undergraduate Programme Committee meets once per semester after the SSCC has met. Issues raised by students at the SSCC feed into the MCPA Undergraduate Programme Committee.
- On-going liaison. Student reps may raise an issue on behalf of their class at any time.

The University (in partnership with the Students' Union) provides training for class representatives to help them to fulfil their role effectively.

Students are also invited to complete module evaluations at the end of each semester. The data from module evaluations is considered by the teaching team and reported on in the annual programme monitoring report. Students in 3rd an 4th year are also able to offer feedback through the annual NSS Survey and QMU's annual QSS survey.

**18. Quality Assurance arrangements**

This programme is governed by QMU's quality assurance procedures. See the QMU website for more detail: http://www.qmu.ac.uk/quality/

*Where the QA arrangements differ from standard QMU procedures, include that information here.*