

## AQH-B2-3b Postgraduate Programme Specification

February 2014

### Postgraduate Programme Specification

#### SECTION A: CORE INFORMATION

1. Name of programme

Media Production (Film and Television)

2. Award title

MA

Interim or exit awards: Postgraduate Certificate and Diploma in Media Production

3. Programme linkage

Is this part of a group of linked programmes between which students can transfer at agreed points?

No

4. Is the programme a top-up only?

No

5. Level of award: Level 7

6. Awarding body: University of Sunderland

7. Which department is it in?

Arts and Creative Industries

8. Programme Studies Board: Media Production

9. Programme Leader: Gary Stubbs

10. How and where can I study the programme?

<b>At Sunderland:</b>	
Full-time on campus	x
Part-time on campus	x
As work-based learning full-time	
As work-based learning part-time	
As a full-time sandwich course	
As a part-time sandwich course	
By distance learning	

11. How long does the programme take?

	Min number of years / months	Max number of years / months
Full-time	1 Year	2 years
Part-time	2 Years	3 years
Distance learning	N/A	N/A
Work-based learning	N/A	N/A

For start-dates please see the current edition of the Prospectus or contact the relevant department at the University.

## SECTION B – FURTHER CORE INFORMATION

### 23. Learning and teaching strategy.

The learning and teaching strategy for this programme is aligned to the University Learning and Teaching Plan 2013-16 whose aims are to:

- develop independent, active and reflective learners
- create learning environments where teaching approaches, learning technologies, and institutional structures and culture foster these learners
- ensure that staff are supported and developed for their roles, and valued for their contribution to learning and the learner experience
- promote learning partnerships in which innovative, supportive and challenging practice inspires students to approach their courses and careers with curiosity, enthusiasm and creativity.

The main learning and teaching methods employed are a combination of:

### **Lectures**

- to present and explain factual information and give a grounding in key theories, genres and relevant works.

### • **Seminars**

- to allow guided group discussion as a means of clarifying and elaborating on aspects of course work and thinking.

### **Workshops**

- to allow you to engage and develop practical skills with tutor support.

### **Demonstrations**

- to show you practical techniques across different areas of production and post production.

### **Group critiques**

- to allow you to develop the ability to feedback to others about their work and to learn from feedback given by lecturers and your peers.

### **Tutorials**

- are available throughout the programme. They are either one-to-one with the lecturer or in small groups to discuss your ideas and support your learning.

### **Electronic learning resources**

(internet, self-learning DVDs, videos, etc)

- develop skills of research and analysis, and encourage you to become an independent learner embracing the notion of professional self development.

### **Independent learning or private study**

- encourages you to become resourceful and self-reliant using your own initiative and time management skills. With experience you also learn when it's better to seek appropriate guidance. This is a core skill that employers are keen to see in any graduate.

### **Presentations**

- You will gain experience presenting your mini project and major practical project as would be expected in industry in a client presentation situation. This not only helps with your oral and visual presentation skills, it helps to develop the skills to evaluate your own work and concisely identify the key points that can sell the idea to a potential audience.

## **24. Retention strategy.**

The University has a range of strategies in place to guide and support students, which help to maintain retention.

### **Induction**

Students enrolling on this programme have an induction day, introducing them to the University, the teaching staff, support staff and fellow students. We also have presentations by the student union and business development teams. We have a campus your all designed to help students make friends, settle in to University life, find their way around and get ready for their studies.

### **Student Handbook**

All Media Production students receive a student handbook that explains important things about their academic studies, how and where to get advice and support, and directs you to some of the wider support systems in place for students. You are also supported by materials on the VLE, and via email.

### **Student Reps**

Students on all programmes at each stage have a student representative who can speak for them at the various committees and forums where decisions are made about how the programme is run.

### **Electronic learning resources**

(electronic journals, internet, videos, SunSpace )

develop skills of research and analysis, and access information from different appropriate sources.

### **Presentations**

Over time, you will gain practice presenting your ideas and work. This not only helps with your oral and visual presentation skills, it helps you to develop the skills to evaluate your own work and concisely identify the key points to inform your audience.

### **Feedback**

When you have submitted work for assessment you will receive written feedback as well as a grade for the work. With practical work it is normal to provide verbal feedback throughout the process of production, whilst written feedback is provided on completion of an assignment or module.

### **Independent learning or private study**

encourages you to become resourceful and self-reliant using your own initiative and time management skills. With experience you also learn when it's better to seek appropriate guidance. This is a core skill that employers are keen to see in any graduate.

### **Attendance**

The University has a system of attendance monitoring swipe system. Students swipe their campus card on card readers in each session/teaching room. Staff can then access this data electronically by name or by module to see student attendance. Students who don't swipe are deemed not to have attended. They are sent emails from administrative staff asking for explanations for non-attendance and/or to contact their programme leader if they need additional support. Continuous non-attendance can result in the student being withdrawn from their programme of study.

### **Staff Student Liaison Committee (SSLC)**

Each department holds Staff Student Liaison Committee meetings at least once per term at which students and staff are invited to identify things that are worth commending about the operation of each programme, as well as things that need to be addressed. An action plan ensures that all agreed actions are followed up and addressed.

### **Personal Tutor**

All students are allocated a personal tutor who is there to turn to and who can support them or direct them to where appropriate help may be obtained. Students can request a change of tutor without any questions asked.

### **Student Support manager**

The Faculty has a Student Support Manager who they can meet to discuss anything if a student prefers to discuss issues with someone who is outside of their immediate academic community.

### **Comprehensive additional support**

All on-campus students have access to the University's central support services including Counselling, Disability Service, Health and Well-being, Chaplaincy, financial support and advice, International Office and Careers and Employability Service. The Students' Union provides an independent service, which offers advice and support across the full range of personal and academic problems which students may encounter. These services are available via the Student Gateway or directed by tutors.

## **25. Any other information**

## **SECTION C - TEACHING AND LEARNING**

### **26. What is the programme about?**

On this programme you will learn about.....

- Provide the opportunity for students to engage in a robust and innovative programme reflecting the latest developments in the Film and Television industry.
- Meet both student and employer demand for postgraduate production skills.
- To meet the university's recruitment and widening participation strategies.
- To enhance the employability of students by providing advanced media production skills.
- Provide new career opportunities for prospective students already in employment.

The aims of the **MA in Media Production (Film & Television)** will be to:

- provide a practical media context in which media students can sharpen their own critical and practical skills in leading specialist audio-visual industry roles – creative project development and management.
- provide students with the opportunities and skills to produce a self-generated and fully-realised practical project, supported by a well-defined, critically-evaluated framework.
- consolidate - at advanced skills and knowledge levels – the individual student's operational, process and creative options via digital technology in Film/TV programme making.
- create a positive climate within which students can generate, develop and market media products solidly in tune with contemporary audiences, industries or organisations.
- provide a conduit into the audio-visual industries for student media product.

### **27. What will I know or be able to do at the end of the programme?**

### **Learning Outcomes Postgraduate Certificate – Skills**

By the end of this part of the programme successful students should know, understand or be able to do the following:

- S1 – An advanced, systematic ability to critically examine and engage with ideas about the nature of media, film and television practice.
- S2 – An advanced, systematic ability to critically examine and deconstruct/ reconstruct a scene within a production.
- S3 – An advanced, systematic ability in applying the skills and techniques required for film and television production.
- S4 – An advanced, systematic ability to work effectively in a team, demonstrating the ability to contribute, support and negotiate with others, and deliver multiple successful projects.

### **Learning Outcomes Postgraduate Certificate – Knowledge**

By the end of this part of the programme successful students should know, understand or be able to do the following:

- K1 – An advanced, systematic understanding of the variety of sources and technologies available for generating and developing media content..
- K2 – An advanced, systematic understanding of key roles and practices in the film and television profession.
- K3 – An advanced, systematic understanding of digital film production within institutional context.

### **Learning Outcomes Postgraduate Diploma – Skills**

By the end of this part of the programme successful students should know, understand or be able to do the following:

- S5 – High-level ability to critically evaluate areas of specialist film and television practice and communicate this in original academic work.
- S6 – High-level ability to deploy developed independent creative practical skills in the production of media content.
- S7 – High-level competences in writing, planning and producing content for film and television.

- S8 – High-level ability to present ideas clearly to specific audience, including formal and assessed presentations.

### **Learning Outcomes Postgraduate Diploma – Knowledge**

By the end of this part of the programme successful students should know, understand or be able to do the following:

- K4 – High-level knowledge and understanding of the principles and practice of the film and television profession.
- K5 – High-level understanding of social and cultural issues relating to broadcast and distribution of media content.
- K6 – High-level understanding of how media content can be tailored to a variety of media platforms.
- K7 – High-level understanding and advanced knowledge of production processes institutional and industrial contexts and processes in media production.

### **Learning Outcomes Masters – Skills**

By the end of this part of the programme successful students should know, understand or be able to do the following:

- S9 – Higher-level ability to demonstrate a high level of self-direction, initiative, independence and originality when producing a substantial piece of work in two or more appropriate specialist areas of film or television production.

### **Learning Outcomes Masters – Knowledge**

- K8 An advanced, systematic ability to critically evaluate both the effectiveness and the quality of the proposal and its related marketing and distribution strategies.
- K9 An advanced, systematic ability to critically evaluate both the effectiveness and the quality of the completed project as it reflects the aims and objectives of the written proposals.

## **28. What will the programme consist of?**

Taught postgraduate programmes generally consist of a number of taught modules leading to the award of a Postgraduate Certificate (60 credits) or Postgraduate Diploma (120 credits). A Masters qualification (180 credits) usually culminates in a major piece of independent work such as a project or dissertation. All modules are at postgraduate level (level 7 in the UK's



national scheme). The summary below describes briefly what is contained in the programme. The programme structure, including a detailed list of modules, can be found in the [programme regulations](#).

### **Postgraduate Certificate Stage**

MACM84 is a 60-credit Craft Skills module designed to combine all of the technical skills needed to be successful in Media Production. Students are team-taught camera, sound, lighting, editing, and writing techniques. You will be responsible for producing four short projects as Producer/Director. Crew for the various projects are comprised of peers. The projects are a deconstruction/reconstruction of a TV Commercial, the writing and producing of an original TV Commercial, the deconstruction/reconstruction of a music video, and the production of an original music video. Specialist workshops are offered as support as required.

### **Postgraduate Diploma Stage**

Consists of two modules; MEDM08 Production Management and Online Content Creation and MACM61 Mini Project. MEDM08 and MACM61 are modules where students learn how to manage professional video projects and how to promote and distribute their finished work. Both modules are helpful in supporting the needs of a successful business person in the media world today. In response to the rapidly evolving media world, we've acknowledged the significance of on-line, web-based, mobile-based, and other non-traditional methods of delivery and viewing of video. MACM \*\* also addresses these issues technically, aesthetically, and historically to give the student a strong base in New Media.

### **Masters Stage**

MACM 67 is the Dissertation stage of this programme. Students formally pitch their major project proposal to a panel of staff and outside professionals. Upon satisfactory approval of the concept documents, students begin the process of producing a major piece of independent video work. Students are responsible for Producing and Directing their project, drawing on their classmates and MA cohort for technical support. This gives everyone the opportunity to both Produce and Direct, and to also fine-tune their technical skills. Students are assigned a staff member as their Supervisor, and with supervisor guidance, they work towards completion of either a documentary or a dramatic production

#### **29. How will I be taught?**

Scheduled teaching activities	x
Independent study	x
Placement	

The Programme uses a diverse range of teaching and learning strategies that assist in the development of technical and professional skills of students. In the early stages of the Programme, the modules are staff led, providing teaching and learning through staff led sessions and seminars. However, by stage 3 the self-negotiated projects/dissertation lead to a

greater student-led emphasis within their learning with staff guidance and supervision. Each module offers a variety of individual tutorials, seminars, hand-outs, demonstrations, peer reviews, and feedback.

The main learning and teaching methods employed are a combination of:

**Lectures** to present and explain factual information and give a grounding in the key theories and approach to practice.

**Seminars** to allow guided group discussion as a means of clarifying and elaborating on aspects of course work and thinking.

**Independent learning or private study** encourages students to become resourceful and self-reliant using their own initiative. With experience they also learn when it's better to seek appropriate guidance. This is a core skill that employers are keen to see in any graduate.

A list of the modules in the programme can be found in the [Programme Regulations](#).

A summary of the types of teaching, learning and assessment in each module of the programme can be found in the [Matrix of Modes of Teaching](#).

### 30. How will I be assessed and given feedback?

Written examinations	
Coursework	x
Practical assessments	x

A summary of the types of teaching, learning and assessment in each module of the programme can be found in the [Matrix of Modes of Teaching](#).

The generic assessment criteria which we use can be found [here](#). Some programmes use subject-specific assessment criteria which are based on the generic ones.

This programme uses the Generic University Assessment Criteria	<b>YES</b>	
This programme uses the Subject Specific Assessment Criteria		

The University regulations can be found [here](#).

Assessment is at all times appropriate to the academic or vocational context of the module. Artefacts are assessed alongside evidence of process, including production and pre-production documentation. Students reflect critically on both process and product in written evaluations which contextualise their work accordingly to a number of different perspectives.

Vocational relevance is enhanced by 'pitching' proposals to commissioners where appropriate.

The purpose of assessment is to enable students to demonstrate the extent to which they have achieved the Learning Outcomes of each module. Within this programme the students are encouraged to perceive the assessment to be an integral part of the learning experience,

and with formative assessment being provided throughout the development of each self-initiated piece of work, students will take joint responsibility for their learning throughout the programme. Assessment seeks to interrogate knowledge and understanding (developed through effective preparation) and evaluate the communicative skills that are brought to bear upon the expression of that understanding. Whilst all assessment tests knowledge and understanding, a variety of modes allow for that test to be conducted in ways which examine the flexibility and application of skills that a student can bring to their studies.

Effective learning and teaching strategies promote assessment methods that allow students to develop and demonstrate the broad range of competencies demanded by the programme learning outcomes, and need to develop skills and systematic knowledge and critical understanding in the field of media writing.

In team-taught modules, the module leader acts as moderator, cross-marking samples of student work. In specialist modules, second marking operates within the respective subject teams. External examiners moderate samples of student work including all fail and first-class/distinction work.

**Feedback will be** provided both verbally and in written form, in both cases referring clearly to the assessment criteria and learning outcomes of the module. This enables students to understand the level of their mark, and draws their attention to areas for improvement.

### 31. [Teaching, learning and assessment matrix](#)

**See teaching, learning and assessment matrix, Appendix 2**

### 32. How does research influence the programme?

Most members of staff hold research degrees at Doctoral and Masters level, and are presently engaged in the wider academic community as external examiners on undergraduate and postgraduate programmes at other institutions. Staff are also active as academic and critical practitioners. Recent individual projects have covered a range of theoretical and practical concerns, and outcomes have been disseminated via media including publication, conference presentation, community work, exhibition, creative writing and performance. The media area continues to consolidate and develop its research activities, skills and methodologies through initiatives based on individual projects, collaborative exchange, and contact with external scholars and funding partners.

The CRMCS research seminars, held fortnightly on Monday evenings, also provide important staff development, and staff from across all parts of the Media Area attend, as well as postgraduate students. Speakers at these events often discuss research in progress that is directly related to the syllabus.

Staff teaching on the modules for M.A Media Production programme also undertake a wide range of practice based research and activity that again directly feed into curriculum and teaching. Curriculum is based on industry standards for media production, this is achieved by

making sure lecturers on the programme make extensive use of the opportunities to refresh knowledge in both theoretical and practical areas of their teaching.

We also use current industry professionals with extensive knowledge in their subject area to deliver some classes.

Academic staff have strong links with the regional community. These links include working alongside industry partners, local schools and community groups. Among the highest-profile reach-out activities is Spark FM, the University-run and student-managed Community Radio Station. It is managed by students and features student work, as well as including programming elements originated in community groups within the region. Staff and students participate in the production of programmes for this station, which often benefit from staff expertise and knowledge, disseminating research to the local community.

The Prospect Building at St Peter's Campus is equipped with a cross-Faculty Learning Resource Centre and specialist Library provision. Staff liaise regularly with these resource providers, who are supportive and generally responsive to expressed needs and provide excellent help with the development of online learning resources (e.g., My Module Resources).

## **SECTION D EMPLOYABILITY**

### **33. How will the programme prepare me for employment?**

The programme gives you the opportunity to develop advanced skills and knowledge which you can use in the future. Some postgraduate programmes are associated with a particular career path but most skills can be applied to a range of employment situations. The skills which this programme is designed to develop are listed below.

The Media Production (Film and Television) MA has been awarded the Creative Skillset Tick, the industry kitemark of quality, following a rigorous assessment process by experts working in the Creative Industries. The Creative Skillset Tick is awarded to practice-based courses which best prepare students for a career in the industry.

Careers information and guidance is available to students from tutors, the industry engagement officer and from the University Careers and Employability Service. Students can meet with a personal tutor during the year to discuss personal goals, intentions and how these can be met.

The University Careers and Employability Service is publicised on notice boards, all students will have details in their programme handbooks. The designated link adviser for the Faculty will meet with students and their personal tutor to outline services and resources relevant to them.

The University Careers and Employability Service is available to current students and graduates for up to 3 years after completion of their programme of study. It provides a comprehensive range of help and careers resources including:

- specialist advice regarding career and study choices

- help with CVs and applications
- help with preparing for interviews
- employer information: general graduate and sector specific
- on –line vacancy service: student and graduate entry jobs
- short-term paid and voluntary projects
- company and career presentations
- computer-aided guidance and e-learning support for career planning
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The Faculty offers extensive vocational support via Enterprise Place and FAB Lab. Both are business centres that seek to nurture and develop graduate initiatives based within the creative industries.

For information about other opportunities available to our students who study on campus, click [here](#).

**34.** Particular features of the qualification. (optional)

**35.** Professional statutory or regulatory body (PSRB) accreditation. *Choose one of the following.*

PSRB accreditation is not relevant to this programme	
PSRB accreditation is currently being sought for this programme	
This programme currently has PSRB accreditation	

The programme is currently accredited until: June 2018

The relevant PSRB(s) is/are: Creative Skillset

## SECTION E PROGRAMME STRUCTURE AND REGULATIONS

Use [Programme Regulations Form](#), for questions 36 and 37

### - PROGRAMME REGULATION/S

**Name of programme:** Media Production (Film & Television)

**Title of final award:** MA

**Interim awards<sup>1</sup>:** PG Certificate in Media Production; PG Diploma in Media Production;

**University Regulation** (please state the relevant University Regulation): 4.2.1

**Regulations apply to students commencing their studies from** (please state the date / intake that these regulations will apply to students for each Stage):

Regulations apply to students	Date the regulations apply	Intakes affected
ALL	2017/18	February 2018

<sup>1</sup> Same as main award unless agreed otherwise at validation – eg to meet PSRB requirements


### **PG Certificate Stage**

#### **Core module:**

Code	Title	Credits
MACM84	<i>Craft Skills</i>	60

### **PG Diploma Stage**

#### **Core modules**

Code	Title	Credits
MACM61	<i>Mini Project</i>	30
MEDM08	<i>Production Management and Online Content Creation</i>	30

### **Masters Stage modules**

#### **Core module:**

Code	Title	Credits
MACM67	Practical Major Project	60

## **SECTION F ADMISSIONS, LEARNING ENVIRONMENT AND SUPPORT**

### 38. What are the admissions requirements?

On entry, you will need to have an Honours degree (or equivalent) and sufficient prior experience in television/film production to meet the demands of Masters study. A bridging programme runs in the Autumn term for students who lack subject knowledge and experience, and a pass may be made a requirement for entry to the MA Media Production (Film/Television)

The University's standard admissions requirements can be found in the [university regulations](#). Programme-specific requirements which are in addition to those regulations are given below.

Can students enter with advanced standing?	<b>Yes</b>	
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If yes, to which Stages?

If yes, with what qualifications?

Candidates wishing to be considered for direct entry to stage 2 of the programme will have to demonstrate appropriate levels of ALP (Accreditation of Prior Learning), in accordance with the University policy.

The University has a process by which applicants whose experience to date already covers one or more modules of the programme they are applying for may seek Accreditation of Prior Learning (APL). Full details can be found [here](#) but if you think that this may be relevant to you, please contact the department which offers the programme you are interested in.

39. What kind of support and help will there be?

Every student receives personal copies of the programme handbook or has access to them online. These contain a wide range of information including the current Induction information and the relevant safety policy as well as information on how to access the full University Services.

Every student, at the beginning of the induction period, is supplied with detailed timetables of the induction activities and of the course on to which he/she has enrolled.

Students requesting or showing signs of needing additional support or who have specific learning needs will be advised and directed to the support available.

On commencement of the programme, all students are allotted a personal tutor who will support them through their studies. Both the personal tutor and the programme leader support students by helping them to understand and navigate through the modular credit scheme and also, where appropriate, by acting as a signpost to refer students to any of the other support systems within the University or beyond.

Tutorials will normally take place at least twice a term (and more often as necessary) in order to discuss programme-specific issues and identify any personal difficulties and to help to develop and maintain the students progress file. Students normally see their personal tutor individually at appropriate points during each term to discuss their progress. Students will be referred to Student Services, Financial Counsellor, Students Union and other appropriate agencies who offer expertise to deal with issues of a more personal nature. Students are informed about the careers service, the counselling service, the chaplaincy and the international student service during induction and when necessary during tutorials.

All on-campus students have access to the University's central support services including Counselling, Disability Service, Health and Well-being, Chaplaincy, financial support and advice, International Office and Careers and Employability Service. The Students' Union provides an independent service which offers advice and support across the full range of personal and academic problems which students may encounter. Students wishing to lodge a complaint or an appeal can seek advice from the Students' Union or from Academic Services. Full details of all these services can be found on the University's web-site. Where appropriate, academic or support staff in the Faculty will sign-post students to these specialist services.

The University provides a range of professional support services including [health and well-being](#), [counselling](#), [disability support](#), and a [Chaplaincy](#). Click on the links for further information.

40. What resources will I have access to?

On campus	x	In a partner college		By distance learning	
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## On campus

Tick all that apply

General Teaching and Learning Space	x
IT	x
Library	x
VLE	x
Laboratory	
Studio	x
Performance space	
Other specialist	x
Technical resources	x

Text for details listed above:

### Specialist Equipment:

The Media Department provision is located on St Peter's Campus, in a purpose-built Media Centre, which opened in September 2003. In August 2009 the media and new media facilities benefited from a £1.5 million pound re-kit, upgrading the video production facilities. All field equipment is now fully 4K compatible and modules are constantly reviewing and updating to ensure parity with industrial practices.

### VLE

All modules and programmes are supported by an online Virtual Learning Environment. Each module will maintain a space on the VLE, where you will find the module guide and materials to support your learning. Some modules will also collect your assignments via the VLE.

### University Library resources

University Library Services offer a range of resources, both in print and online, in support of University learning, teaching and research activities. The three site libraries provide information collections, a variety of study spaces, IT facilities and experienced library staff during core hours, with online services and support available at any time off-campus. In addition, both The Murray and St. Peter's libraries offer 24/7 access during main teaching weeks.

On joining the University, all students attend a Library Induction session and library staff are available to help with enquiries during library opening hours. In addition, library staff are experienced in working with academic colleagues in designing and delivering customised Information Skills workshops, either timetabled sessions embedded into core modules or individual sessions provided on request. These workshops provide students with the skills they need to identify and evaluate information from both print collections and electronic sources, including subject specific databases and gateways, online journals and other quality sources available on the Internet. Students can also access subject specific help sheets, online tutorials, FAQs and many more sources of information on the Library website [www.library.sunderland.ac.uk](http://www.library.sunderland.ac.uk)



Information about the University's facilities can be found [here](#).

41. Are there any additional costs on top of the fees?

No, but all students buy some study materials such as books and provide their own basic study materials.	x
Yes (optional) All students buy some study materials such as books and provide their own basic study materials. In addition there are some additional costs for optional activities associated with the programme (see below)	
Yes (essential) All students buy some study materials such as books and provide their own basic study materials. In addition there are some essential additional costs associated with the programme (see below)	

Whilst there are no formal additional fees, you may wish to buy small or even large items of equipment. The media centre equipment store stocks sufficient equipment to cater for all students; however some students choose to buy their own cameras, audio recorders or laptops to use in productions. This is NOT compulsory and students who choose not to purchase their own equipment are not disadvantaged.

42.

43. How are student views represented?

All taught programmes in the University have student representatives for each programme who meet in a Student-Staff Liaison Committee (SSLC) where they can raise students' views and concerns. The Students' Union and the faculties together provide training for student representatives. SSLCs and focus groups are also used to obtain student feedback on plans for developing existing programmes and designing new ones. Feedback on your programme is obtained every year through module questionnaires and informs the annual review of your programme. Student representatives are also invited to attend Programme and Module Studies Boards which manage the delivery and development of programmes and modules. Various Faculty committees, particularly Faculty Student Success Committee, Academic Development Committee and Quality Management Sub-Committee also have student representation. This allows students to be involved in higher-level plans for teaching and learning. There is a parallel structure at university level on which students are represented by sabbatical officers who are the elected leaders of the Students' Union. The University's student representation and feedback policy can be found [here](#).

Every two years we participate in the national Postgraduate Taught Experience Survey (PTES) which is run by the Higher Education Academy.

We encourage students to contact staff either face to face or via email if that have any questions or problems. We are also very keen that our student representatives take a full role in feeding back on the programme. A strong partnership between staff and students is important to us and we will actively seek student feedback when considering developments to modules or the programme.

## SECTION G QUALITY MANAGEMENT

### 44. National subject benchmarks

The Quality Assurance Agency for Higher Education publishes benchmark statements which give guidance as to the skills and knowledge which graduates in various subjects and in certain types of degree are expected to have. They do not cover all subjects at postgraduate level but those which exist can be found at [here](#).

Are there any benchmark statements for this programme?		<b>NO</b>
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### 45. How are the quality and standards of the programme assured?

The programme is managed and quality assured through the University's standard processes. Programmes are overseen by Module and Programme Studies Boards which include student representatives. Each year each module leader provides a brief report on the delivery of the module, identifying strengths and areas for development, and the programme team reviews the programme as a whole. The purpose of this is to ensure that the programme is coherent and up-to-date, with suitable progression through the programme, and a good fit (alignment) between what is taught and how students learn and are assessed - the learning outcomes, content and types of teaching, learning and assessment. Student achievement, including progress through the programme and the way in which the final award is made, is kept under review. The programme review report is sent to the Faculty Quality Management Sub-Committee which in turn reports issues to the University's Quality Management Sub-Committee (QMSC) and Academic Development Committee (ADC).

External examiners are appointed to oversee and advise on the assessment of the programme. They ensure that the standards of the programme are comparable with those of similar programmes elsewhere in the UK and are also involved in the assessment process to make sure that it is fair. They are invited to comment on proposed developments to the programme. Their reports are sent to the Deputy Vice-Chancellor (Academic) as well as to the Faculty so that issues of concern can be addressed.

All programmes are reviewed by the University on a six-yearly cycle to identify good practice and areas for enhancement. Programmes are revalidated through this review process. These reviews include at least one academic specialist in the subject area concerned from another UK university. The University is subject to external review by the Quality Assurance Agency for Higher Education on a six-year cycle. Their review reports for Sunderland can be found at [here](#).

Further information about our quality processes can be found [here](#).

**Please also complete the [SITS form](#).**