

Rose Bruford College  
Undergraduate Programme Specification

**Rose Bruford College**  
*of Theatre & Performance*

School of Design, Management and Technical Arts

Bachelor of Arts (Honours)

# Lighting Design

Programme Specification

29 June 2011  
(Updated August 2015)

# Rose Bruford College

## Undergraduate Programme Specification

### **Introduction: What are programme specifications?**

Programme specifications focus on single programmes of study, and outline the intended knowledge, understanding, skills and attributes of a student successfully completing that programme. A programme specification also gives details of teaching and assessment methods as well as linking the programme to the Framework for Higher Education Qualifications and any subsequent professional qualification and career path.

The University of Manchester validates the programmes taught at Rose Bruford College and as part of the validation process, the College is required to produce approved programme specifications for all the programmes that it offers.

This programme specification forms one part of a set of different types of document about your programme that also includes the prospectus, module specifications and information on the College's website and VLE. The Programme Specification is published on the College's website.

There may be concern that 'specifying' what a student will have learnt at the end of the programme might inhibit innovation within that programme. For this reason it is important not to see programme specifications as 'tick lists'. They offer broad indications of the types of things students might be expected to learn and the types of skills and abilities they might be expected to gain.

# Rose Bruford College

## Undergraduate Programme Specification

### 1. GENERAL INFORMATION

| UCAS Code | Name of Final Award | Programme Title | Duration | Mode of study |
|-----------|---------------------|-----------------|----------|---------------|
| W4W2      | BA (Hons)           | Lighting Design | 3 Years  | Full Time     |

#### Intermediate Awards (Exit awards only)

|         |                 |         |           |
|---------|-----------------|---------|-----------|
| Dip HE  | Lighting Design | 2 Years | Full Time |
| Cert HE | Lighting Design | 1 Year  | Full Time |

|  |  |
|--|--|
| <b>Teaching Institution</b>              | Rose Bruford College of Theatre and Performance  |
| <b>Awarding Institution</b>              | The University of Manchester   |
| <b>External Examiner</b>                 | Michael Pavelka<br>Course Director MA Theatre Design, Wimbledon College of Art   |
| <b>Programme Accreditation</b>           | Drama UK – Hallmark Programme  |
| <b>Relevant QAA subject benchmark(s)</b> | Dance, Drama and Performance 2007 (DDP)<br>Art and Design 2008 (AD)  |
| <b>Other Points of Reference</b>         | <ul style="list-style-type: none"> <li>i. The Framework for Higher Education Qualifications of UK Degree-Awarding Bodies (October 2014)</li> <li>ii. The UK Quality Code for Higher Education</li> <li>iii. Guidelines for Preparing a Programme Specification (QAA)</li> <li>iv. Rose Bruford College Mission Statement</li> <li>v. Industry consultation</li> <li>vi. University of Manchester guidance notes</li> </ul> |

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### 2. AIMS OF THE PROGRAMME

The Drama UK accredited lighting design programme will support and guide your development towards a professional career in the lighting industry. This development will be based on nurturing your abilities and confidence as a designer who can create lighting that can shape our world and tell powerful stories.

Today's lighting designers are original, resourceful and thoughtful artists who create images that can enhance and transform a live performance in a wide variety of media. Lighting has become an increasingly powerful tool to create and assert a vision or a concept, be it in a West End theatre, on a festival stage, or in an airport terminal. Programme staff, visiting designers and lighting professionals will work closely with you on developing the hands-on and the thinking skills you may require to produce original and intelligent designs for a range of collaborators and clients. Your training will reflect the shape of today's lighting industries by being rooted in lighting design for theatre whilst introducing you to allied lighting disciplines such as designing for architecture, dance and opera, corporate events, and live music.

Throughout your time on the programme, we will work closely with you to develop your creative and practical skills and ambitions, so you can become a confident, enterprising and resourceful performance maker and artist.

The programme aims to:

|            |   |
|------------|---|
| <b>01.</b> | develop you as a lighting designer with a comprehensive grounding in performance practice as a creative, aesthetic and communicative process, able to respond to the demands of the rapidly-changing theatre and performance industries |
| <b>02.</b> | give you an understanding of live performance in its business, cultural, social, ethical, political, historical and theoretical contexts  |
| <b>03.</b> | give you the artistic, technical and organisational skills appropriate to the lighting designer   |
| <b>04.</b> | develop your critical and analytical skills   |
| <b>05.</b> | enable you to make an effective, responsive and innovative contribution to the performance industries   |

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### 3. INTENDED LEARNING OUTCOMES OF THE PROGRAMME

#### A. Knowledge and Understanding

On successful completion of the programme you will be able to:

|           |  | Benchmark      |
|-----------|--|----------------|
| <b>A1</b> | identify specific historical, current and emerging performance traditions, processes and practices   | DDP 7.12.1,2   |
| <b>A2</b> | articulate the cultural, creative and aesthetic values and principles that inform a range of types of performance  | DDP 7.12.2,3,6 |
| <b>A3</b> | locate different types of performance and their audiences in their social and cultural contexts, and describe economic and business environments in which they occur | DDP 7.12.3,4,5 |
| <b>A4</b> | demonstrate an awareness of issues related to sustainability and the environment within the performance industries   | DPP7.12.7, (6) |
| <b>A5</b> | demonstrate and apply a comprehensive knowledge of industry practice, protocols and health and safety regulations  | DPP7.12.4,5,7  |



| <b>Learning &amp; Teaching Processes</b><br>(to allow you to achieve intended learning outcomes)   |
|--|
| <p>Much of your learning will be through practical activities, where you will be encouraged to both 'think' and 'do'.</p> <p>Lectures and small group seminars deliver basic principles and knowledge that underpin the work of the lighting designer. You will consolidate this through independent study.</p> <p>You will contextualise your learning in projects, work-based learning opportunities and practical presentations. These range from studio based presentations with a peer audience in order to present a specific aspect of the curriculum to fully mounted productions in a professional space with a public audience.</p> <p>Tutor support is available to advise you throughout the programme, but you will become increasingly independent of tutor guidance as you develop your ability to set your own questions, research tasks and research strategies.</p> <p>Resources at Rose Bruford allow you significant practice-time, and electronic / online resources (through the VLE) are available to aid you in gaining further knowledge.</p> |



| <b>Assessment</b> (of intended learning outcomes)   |
|---|
| <p>Your achievement of the learning outcomes will be assessed through a combination of practical exercises, presentations, reports and written submissions that demonstrate your knowledge within the context of professional practice.</p> <p>Practical assessments contribute to a diverse range of assessment types and may include both internal and external projects and presentations.</p> <p>Practical work may be accompanied by a report or commentary that allows you to explicitly demonstrate your achievement of the learning outcomes.</p> |

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### B. Intellectual Skills

On successful completion of the programme you will be able to:

|           |  | Benchmark    |
|-----------|--|--------------|
| <b>B1</b> | apply critical reasoning in the evaluation and analysis of information from a range of sources   | DDP 7.14.1,6 |
| <b>B2</b> | devise and implement a research strategy for a range of different projects including a sustained independent enquiry                           | DDP 7.14.2   |
| <b>B3</b> | Identify and articulate appropriate questions and approaches in order to find creative solution to artistic, practical and conceptual problems | DDP 7.14.2,3 |
| <b>B4</b> | formulate complex arguments and express them in visual, written, oral or other forms   | DDP 7.14.1   |
| <b>B5</b> | reflect critically upon and evaluate your work and the work of others using a variety of conceptual frameworks                                 | DDP 7.14.6   |



| Learning & Teaching Processes  |
|--|
| <p>You will develop your intellectual skills through practical projects and workshops as well as through lectures and seminars.</p> <p>You will be required to respond to a variety of briefs that may not have a predetermined solution, which will prepare you for the situations and scenarios that you are likely to encounter in your professional life.</p> <p>The principles of scholarly referencing, language, structure and research are delivered formally through lectures and seminars, but achievement of the learning outcomes also relies on significant amounts of group and independent study and project work.</p> <p>You will receive frequent formative and summative feedback.</p> |



| Assessment  |
|---|
| <p>Your achievement of the learning outcomes will be assessed through written work, portfolios, research projects and small group and individual presentations.</p> <p>You will be required to demonstrate these skills through critical reflection on practical activities in reports, commentaries and presentations, and through reflective journals which evaluate your developing practice as a lighting designer.</p> |

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### C. Practical Skills

On successful completion of the programme you will be able to:

|            |  | Benchmark                       |
|------------|--|---------------------------------|
| <b>C1</b>  | work collaboratively to research, develop and communicate an appropriate visual language for a project   | DPP 7.13.5, 7.14.3<br>AD 4.4.2  |
| <b>C2</b>  | develop and deliver appropriate artistic/creative strategies, techniques, and processes in response to a given brief   | DPP 7.13.1-4<br>AD 4.3.3, 4.4.5 |
| <b>C3</b>  | manage effectively and efficiently a lighting department, including its physical, human and financial resources, in response to a given brief and production environment | DDP 7.13.2, 7.14.4<br>AD 4.3.5  |
| <b>C4</b>  | select and deploy appropriate lighting technologies within the a given context   | DPP 7.13.1-4<br>AD 4.3.3, 4.4.2 |
| <b>C10</b> | analyse, evaluate and adapt your contribution in response to the needs of a range of performance contexts, and to changes in the creative process                        | DDP 7.13.3-6<br>AD 4.3.4        |
| <b>C11</b> | apply concepts to your practice  | DDP 7.12.6<br>AD 4.4.1          |



| Learning & Teaching Processes  |
|--|
| <p>Practical skills are gained through a variety of learning activities guided by both resident and guest practitioners.</p> <p>Your learning in lectures, practical classes and small group seminars is consolidated through numerous practical projects with students from your own and other programmes within the College.</p> <p>These practical projects are the laboratory for your learning and may be workshop, studio/theatre based or in a professional environment through work-based learning. Use of the College's extensive resources means you are offered opportunities to develop your practical skills through focused independent study.</p> |



| Assessment   |
|--|
| <p>The learning outcomes are assessed through tutor assessment of your projects and through the submission of reports, commentaries and evaluations which demonstrate the achievement of the practical skill outcomes. You will also submit creative and technical documents, proposals and pitches for assessment.</p> <p>Some projects are deliberately developed with built-in ambiguities, ensuring you develop the ability to adapt to dynamic and changing circumstances.</p> <p>In addition, some skills-based technical competencies are assessed on a pass/fail basis for some modules at levels 4 and 5. The competencies required vary between modules, but will set a baseline competence appropriate to professional practice for a range of relevant skills and processes.</p> |

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### D. Transferable Skills/Personal Qualities

On successful completion of the programme you will be able to:

|           |  | Benchmark    |
|-----------|--|--------------|
| <b>D1</b> | work independently showing initiative and setting your own deadlines   | DDP 7.14.4,5 |
| <b>D2</b> | work collaboratively with specialists from a range of disciplines  | DDP 7.14.3   |
| <b>D3</b> | be innovative in problem solving and decision making   | DDP 7.14.2,5 |
| <b>D4</b> | present ideas, specifications and plans using communication techniques appropriate to the intended audience                            | DDP 7.14.1,7 |
| <b>D5</b> | confidently adapt to a range of different contexts and situations, including circumstances of ambiguity, uncertainty and unfamiliarity | DDP 7.14.3   |
| <b>D6</b> | effectively and efficiently manage people and resources, including physical resources and financial resources                          | DDP 7.14.4   |
| <b>D7</b> | employ a range of interpersonal skills and demonstrate an ability to listen and respond to the ideas of others                         | DDP 7.14.5   |
| <b>D8</b> | take full responsibility for your own learning strategy  | DDP 7.14.6   |
| <b>D9</b> | promote effectively your own skills and abilities, and develop a coherent career plan  | AD 4.3.6     |



| <b>Learning &amp; Teaching Processes</b>   |
|--|
| <p>All aspects of your studies help to develop your transferable skills.</p> <p>Tutor guided practical work and presentations will develop your personal qualities, interpersonal skills and ability to work collaboratively.</p> <p>Your studies will demand that you are able to meet deadlines through the timely submission of work and demonstrate independence through initiating and leading projects, and in setting goals for your self-directed studies.</p> <p>You will be required to respond to a variety of briefs that may not have a predetermined outcome, which will prepare you for the situations and scenarios that you are likely to encounter in your professional life.</p> <p>Seminars and tutorials support your professional development and preparation for entry into work.</p> |



| <b>Assessment</b>   |
|---|
| <p>Your achievement of the learning outcomes is demonstrated through continuous assessment of practical coursework, assessment of presentations and through portfolio submissions.</p> <p>Portfolios may contain visual and aural material, design work, video and photographic records together with written material such as objective descriptions, constructive evaluation, personal development plans and copies of CVs.</p> |



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### 4. THE STRUCTURE OF THE PROGRAMME

#### Modules and Credit Weighting

| Module Code    | Module Title  | Credits | ECT Credits |
|----------------|---|---------|-------------|
| <b>Level 4</b> |   |         |             |
| DMT411         | The Practitioner in Context 1   | 20      | 10          |
| LD401          | Introduction to Lighting Design   | 20      | 10          |
| LD402          | Light and Culture   | 20      | 10          |
| DMT412         | The Practitioner in Context 2   | 20      | 10          |
| LD403          | Lighting Design Practice  | 20      | 10          |
| LD404          | Light and Performance   | 20      | 10          |
| <b>Level 5</b> |   |         |             |
| DMT511         | The Practitioner in Context 3   | 20      | 10          |
| LD501          | Production Practice: Lighting Design <b>[Optional Module]</b>             | 20      | 10          |
| LD502          | Production Practice: Lighting Management <b>[Optional Module]</b>         | 20      | 10          |
| LD503          | Production Practice: Assistant Lighting Designer <b>[Optional Module]</b> | 20      | 10          |
| LD504          | Industry Study <b>[Optional Module]</b>                                   | 20      | 10          |
| LD505          | Production Processes and Techniques                                       | 20      | 10          |
| LD506          | Creative Practice and Research  | 20      | 10          |
| <b>Level 6</b> |   |         |             |
| LD601          | Lighting Practice   | 40      | 20          |
| DMT611         | Independent Research Project  | 40      | 20          |
| LD602          | Collaborative Experiment  | 20      | 10          |
| DMT612         | Professional Preparation  | 20      | 10          |

#### Programme Structure

|   |   |   |
|---|---|---|
| <b>Level 4</b>  |   |   |
| <b>Semester 1</b>   |   | <b>Semester 2</b>   |
| The Practitioner in Context 1   |   | The Practitioner in Context 2   |
| Introduction to Lighting Design   |   | Lighting Design Practice  |
| Light and Culture   |   | Light and Performance   |
| <b>Level 5</b>  |   |   |
| <b>Semester 1</b>   |   | <b>Semester 2</b>   |
| The Practitioner in Context 3   |   |   |
| One of:<br>Production Practice: Lighting Design<br>Production Practice: Lighting Mgt<br>Production Practice: Assistant LD<br>Industry Study | One of:<br>Production Practice: Lighting Design<br>Production Practice: Lighting Mgt<br>Production Practice: Assistant LD<br>Industry Study | One of:<br>Production Practice: Lighting Design<br>Production Practice: Lighting Mgt<br>Production Practice: Assistant LD<br>Industry Study |
| Production Processes and Techniques   |   |   |
| Creative Practice and Research  |   |   |
| <b>Level 6</b>  |   |   |
| <b>Semester 1</b>   |   | <b>Semester 2</b>   |
| Lighting Practice   |   |   |
| Independent Research Project  |   |   |
| Collaborative Experiment  |   | Professional Preparation  |

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#### 5. CURRICULUM PROGRESSION: INTENDED LEARNING OUTCOMES FOR EACH YEAR

| Year  | Intended learning outcomes   |
|---|--|
| <p><b>Year 1 (Level 4)</b><br/><b>(Certificate of Higher Education)</b></p> | <p>Level 4 introduces and develops the academic and intellectual skills that you will need for study and professional development. You will begin to learn the practical and technical skills of the lighting designer and contextualise these in a developing understanding of the creative and performing industries.</p> <p>On completion of level 4, you will be able to:</p> <ul style="list-style-type: none"> <li>• identify key principles and concepts informing the discipline of lighting design</li> <li>• employ basic techniques, practices and processes of lighting design</li> <li>• form arguments and make judgements in accordance with basic theories and concepts</li> <li>• communicate ideas clearly</li> <li>• develop personal and transferable skills suitable for employment</li> <li>• exercise some personal responsibility for your development</li> </ul>  |
| <p><b>Year 2 (Level 5)</b><br/><b>(Diploma of Higher Education)</b></p>     | <p>Level 5 develops your skills towards a level appropriate to professional work and gives some initial experience in simulated professional contexts.</p> <p>On completion of level 5, you will be able to:</p> <ul style="list-style-type: none"> <li>• engage critically with the principles and concepts involved in lighting design</li> <li>• place those principles within a number of critical contexts;</li> <li>• employ the techniques, practices and processes of the lighting designer</li> <li>• demonstrate the ability to assess the appropriateness of particular approaches to given situations</li> <li>• form and present complex arguments using different forms of communication</li> <li>• demonstrate well-developed personal and transferable skills suitable for employment including exercising personal responsibility</li> <li>• demonstrate an awareness of issues related to sustainability and the environment within the live performance industries</li> </ul> |
| <p><b>Year 3 (Level 6)</b><br/><b>(Bachelor's Degree with Honours)</b></p>  | <p>Please refer to programme level Learning outcomes</p>   |

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#### 6. STUDENT INDUCTION, SUPPORT AND DEVELOPMENT

Student induction and support take place at both the programme and College level.

At the programme level:

- You receive a Student Handbook at Registration.
- Each module throughout the programme is introduced with a briefing by the module coordinator.
- You are allocated a personal tutor from the programme team, to provide both academic and pastoral support.
- Peer learning and mentoring, both within a year group and programme and between year groups and programmes, are intrinsic to the programme's learning and teaching strategy.
- You will receive written feedback on all assessment tasks, and will be debriefed in a tutorial following the majority of practical projects, to encourage reflection on practice and to identify future learning goals.

At the College level:

- Welfare advice and counselling is available to all students.
- A Specialist Support and Equality Officer is available to all students (students are contacted at admissions stage and invited to disclose any disabilities).
- Dyslexia support is available.
- You will take part in the College's Personal Development Planning scheme. At key points during the programme, you will discuss your personal and professional development with a programme tutor, and plan future action.
- You will be introduced to the Learning Resources Centre at induction, and receive both targeted and ongoing research skills and information literacy instruction and support during the remainder of your programme.
- Ongoing academic support is available through the specialist Academic Support Team, and through on-line support materials.
- Placements operate within the College's Placement Policy, to ensure that you, employers and tutors have a common understanding of the purpose of the placement and of their various responsibilities.

The programme is designed to be developmental; each successive level represents a distinct phase in your development, and the level Learning outcomes reflect this. At Level 4, induction and study support equip you for degree-level study, while regular tutor contact with core programme staff ensures that you are aided in putting all aspects of your studies into the context of the live performance industry and your developing professional practice.

At Level 5, projects are more complex and demand greater personal responsibility; associated tutorials will both guide you through projects and encourage reflection and contextualisation.

Placements and studies of a variety of industry contexts will enable you to assess the appropriateness of different approaches to given situations.

At Level 6, you are expected to be a self-directed learner; again regular tutorials associated with specific projects will guide you and ensure that your learning is appropriately contextualised.

Through all three levels, Personal Development Planning will frame your learning in individual and professional terms.

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### 7. CURRICULUM MAP OF MODULES AGAINST INTENDED LEARNING OUTCOMES OF THE PROGRAMME

|         |        | Knowledge & Understanding                                 |    |    |    |    | Intellectual Skills |    |    |    |    | Practical Skills |    |    |    |    | Transferable Skills & Personal Qualities |     |     |    |    |    |    |    |    |    |    |    |
|---------|--------|---|----|----|----|----|---------------------|----|----|----|----|------------------|----|----|----|----|--|-----|-----|----|----|----|----|----|----|----|----|----|
|         | Code   | Module title  | Cr | A1 | A2 | A3 | A4                  | A5 | B1 | B2 | B3 | B4               | B5 | C1 | C2 | C3 | C4                                       | C10 | C11 | D1 | D2 | D3 | D4 | D5 | D6 | D7 | D8 | D9 |
| Level 4 | DMT411 | The Practitioner in Context 1                             | 20 | X  |    |    |                     | X  | X  | X  |    | X                |    |    |    |    |  | X   |     | X  |    |    |    |    |    | X  |    |    |
|         | LD401  | Introduction to Lighting Design                           | 20 | X  | X  |    |                     | X  |    | X  | X  |                  |    |    |    |    | X  |     |     |    | X  |    |    |    |    |    |    |    |
|         | LD402  | Light and Culture   | 20 |    | X  | X  |                     |    | X  | X  | X  | X                | X  |    |    |    | X  | X   | X   |    |    |    | X  |    |    |    |    |    |
|         | DMT412 | The Practitioner in Context 2                             | 20 | X  | X  | X  |                     |    |    | X  | X  | X                |    |    |    |    |  |     | X   | X  |    |    | X  |    |    |    |    |    |
|         | LD403  | Lighting Design Practice                                  | 20 | X  | X  |    |                     |    | X  | X  |    | X                | X  |    | X  | X  | X  | X   |     | X  | X  |    | X  |    |    |    | X  |    |
|         | LD404  | Light and Performance                                     | 20 | X  |    |    |                     | X  |    | X  |    |                  | X  | X  | X  | X  |  | X   |     |    | X  |    |    |    |    | X  |    |    |
| Level 5 | DMT511 | The Practitioner in Context 3                             | 20 |    |    | X  | X                   | X  |    | X  | X  |                  |    |    |    |    |  |     | X   | X  | X  |    |    | X  |    |    |    |    |
|         | LD501  | Production Practice: Lighting Design<br>[Optional Module] | 20 | X  | X  |    |                     | X  | X  | X  | X  | X                | X  | X  | X  | X  | X  | X   |     | X  | X  | X  |    | X  | X  | X  | X  |    |
|         | LD502  | Production Practice: Lighting Mangmt<br>[Optional Module] | 20 | X  | X  |    |                     | X  | X  |    | X  | X                | X  |    |    | X  | X  | X   |     | X  | X  | X  |    | X  | X  | X  | X  |    |
|         | LD503  | Production Practice: Assistant LD<br>[Optional Module]    | 20 | X  | X  |    |                     | X  |    |    |    | X                | X  | X  | X  |    |  | X   |     | X  |    |    |    | X  |    |    | X  |    |
|         | LD504  | Industry Study<br>[Optional Module]                       | 20 | X  |    | X  |                     |    | X  | X  | X  | X                |    |    |    |    |  |     |     | X  |    |    |    |    |    |    |    | X  |
|         | LD505  | Production Processes and Techniques                       | 20 | X  | X  | X  |                     | X  | X  | X  | X  |                  | X  |    | X  |    | X  |     |     | X  | X  |    |    | X  |    |    |    |    |
|         | LD506  | Creative Practice and Research                            | 20 | X  | X  | X  |                     |    | X  |    | X  | X                |    |    | X  |    |  |     |     | X  |    |    | X  |    |    |    |    |    |
| Level 6 | DMT611 | Independent Research Project                              | 40 |    | X  | X  |                     |    | X  | X  | X  | X                |    |    |    |    |  |     | X   | X  |    |    | X  | X  |    | X  | X  |    |
|         | LD601  | Lighting Practice   | 40 | X  | X  | X  | X                   | X  | X  |    |    |                  | X  | X  | X  | X  | X  | X   | X   | X  | X  | X  |    | X  | X  | X  | X  |    |
|         | LD602  | Collaborative Experiment                                  | 20 | X  | X  |    |                     |    | X  | X  | X  | X                | X  |    |    |    |  |     | X   |    | X  |    |    | X  |    | X  | X  |    |
|         | DMT612 | Professional Preparation                                  | 20 | X  |    | X  |                     |    |    |    |    |                  |    |    |    |    |  |     |     |    |    |    | X  |    |    |    |    | X  |

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### 8. CRITERIA FOR ADMISSION

The criteria for admission is set out on the College website and prospectus.

### 9. PROGRESSION AND ASSESSMENT REGULATIONS

Please refer to the University of Manchester Full-time Undergraduate Academic Regulations.

### 10. MECHANISM FOR PROGRAMME REVISION

The programme is regularly reviewed through the College's annual programme monitoring process. As part of this process, the Programme Committee receives feedback from students, external examiners and academic staff. Recommendations for any revisions to the programme can be discussed as part of this annual monitoring process.

Any proposed modifications by the programme team should be discussed with the Head of School and Director of Learning, Teaching & Curriculum Development. They should then be sent for consideration by the relevant External Examiner. The proposed modifications, together with the completed proforma, will then be sent to the Learning, Quality & Standards Committee and then on to the University of Manchester for approval.

|                                     |             |
|-------------------------------------|-------------|
| <b>Date of original production:</b> | 29-06-2011  |
| <b>Date of current version:</b>     | August 2015 |