



## Programme Specification Definitive Document

### 1. Basic Information

<b>1.1 Awarding Institution:</b>	Plymouth Marjon University
<b>1.2 Teaching Institution:</b>	Plymouth Marjon University
<b>1.3 Locus of Delivery:</b>	Plymouth Marjon University
<b>1.4 Final Award Title:</b>	Master of Arts
<b>1.5 FHEQ Level:</b>	7
<b>1.6 Programme Title:</b>	Social Policy
<b>1.7 Mode and Duration of Study:</b>	Full Time – 1 year Part Time – 2 years
<b>1.8 School:</b>	School of Education
<b>1.9 HECoS Code:</b>	100502
<b>1.10 Collaborative Provision Arrangement:</b>	N/A
<b>1.11 Admission Criteria:</b>	Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.5 or equivalent.
<b>1.12 Accrediting Professional Body/PSRB</b>	N/A
<b>1.13 QAA Subject Benchmarking Group(s):</b>	Social Policy (2019)
<b>1.14 Other External Points of Reference:</b>	Framework for Higher Education Qualifications (FHEQ); The Campaign for Social Science; QAA (2010) Master's Degree Characteristics
<b>1.15 Language of Study (for learning, teaching and assessment):</b>	English
<b>1.16 Work-Based Learning Arrangements:</b>	N/A
<b>1.17 Arrangements for Distance Learning:</b>	N/A
<b>1.18 Original Date of Production:</b>	March 2021
<b>1.19 Date of Commencement:</b>	September 2022
<b>1.20 Review Date:</b>	August 2028

### 2. Programme Outline

The MA Social Policy leads to an academic award at level 7 (Masters). It is offered as both a full-time and part-time programme of study. The programme engages students in a challenging and high-quality educational experience that focuses on a synthesis between academic analysis and policy investigation, and student learning is applied in a wide variety of policy contexts. This programme of study will provide students with the opportunity to develop the knowledge, understanding and practical research skills required to both better

understand the practice contexts which they either operate in, or are interested in gaining more knowledge about. They are supported to work effectively, collaboratively, and creatively as reflexive and ethically informed researchers and policy analysts. A key feature of the programme is the emphasis on both breadth and depth of understanding of social policy analysis in its broader economic, social, environmental, political, and international contexts, as well as promoting social justice and 'equality, diversity and inclusion'. There will also be strong emphasis on working with students to achieve their future orientated goals.

In line with University Strategy and vision the programme empowers students to actively engage in academic, research and professional networks that offer the potential to achieve socially just and sustainable research practice in the field of social policy.

## **2.1 Integrating Sustainability into the Curriculum**

The concept of sustainability focuses on achieving human well-being and quality of life, pursued through the maintenance, care and equitable use of natural and cultural resources. Economic, social, environmental, cultural and psychological sustainability are all seen as key in light of contemporary discourses of uncertainty, complexity and risk (Huckle, 2008; Sousa 2011, Sterling 2013). Issues of sustainability are therefore integral to study and research in social policy generally and this programme specifically. The programme team will aim to enable students to participate in discussions and actions linked to sustainability which embrace the University's thematic concepts of global citizenship, employer engagement and digital scholarship. This emphasis is influential pedagogically in terms of delivery of the programme. In this context the programme team will also, for example, reduce our impact on the environment, using e-learning, e-submission and e-posters.

## **3. Distinctive Features**

The programme strongly aligns with the Marjon Growth Plan 2020-25, 'in promoting active and responsible citizens, with a commitment to social justice and an awareness of global responsibility for people and the environment'. The programme offers a distinctive amalgamation of theoretical analysis and practice-based enquiry – this produces a unique form of 'applied' learning which allows students to acquire a bespoke insight into their chosen areas of interest. The programme is also distinctive in its appreciation of the international context of Social Policy and students are encouraged to apply lessons from this comparative analysis to their own policy contexts and interests. The programme also balances the learning of both students who are in practice-based settings, with opportunities to apply the learning to their own contexts; as well as to students who are not in practice settings, where the teaching and learning experiences enable students to gain a detailed understanding of a range of policy contexts, they are interested in. All students are therefore provided with a comprehensive theoretical and analytical lens through which to analyse their individual policy contexts and interests.

An essential element of all the teaching and learning on the MA Social Policy is promotion equality, diversity and inclusion, and social justice.

The programme team bring expertise in social policy research and scholarly activity having published widely in a number of policy related areas including education to sustainability. The programme is constructed around policy analysis and enables students to gain unique

insights into the construction and dissemination of policy discourses, in their chosen fields. Another distinctive feature of this programme is its emphasis on the student as producers (rather than reproducers) of knowledge (Creswell & Creswell, 2017), as it involves students 'doing' social policy research (Bochel, & Daly, 2021), such as the promotion of social justice and 'Equality, diversity and Inclusion'. Research opportunities therefore enable students to integrate academic and practice knowledge within applied settings. This will equip them with the skills, knowledge and opportunities for problem solving to maximise their potential to engage in positive change in a global era. MA Social Policy students will be encouraged to share their research through appropriate sources such as conferences and publications.

#### **4. Programme Aims**

The programme aims to:

- Introduce students to the study of social policy both from UK and international comparative perspectives. It explores policy in the context of personal perspectives and student's positionality within broader political, social, cultural, economic, and environmental developments; whilst promoting social justice and 'equality diversity and inclusion'.
- Develop opportunities for global, employer and digital engagement through which to create a greater capacity for social policy practice and knowledge exchange.
- Develop confidence, capabilities, and creativity to flourish in the worlds of study and employment.

#### **5. Programme Learning Outcomes**

##### **Knowledge & understanding:**

By the end of this programme students should be able to demonstrate:

1. a systematic understanding of social policy applied to professional and practice contexts.
2. the ability to critically evaluate research/theoretical based knowledge and the implications for social policy practice.
3. awareness of and ability to analyse ethical problems and dilemmas in the context of social policy, and to formulate solutions.
4. a comprehensive understanding of techniques/ methodologies applicable to social policy research related to their own area of specialism in practice.

##### **Intellectual skills:**

By the end of this programme students should be able to demonstrate:

5. the ability to undertake analysis of complex, incomplete, ambiguous, or contradictory areas of knowledge in social policy and communicate this analysis effectively.
6. the ability to synthesise knowledge and formulate perspectives which inform contemporary practice and social policy contexts.
7. conceptual understanding that enables critical evaluation of social policy research, advanced scholarship and methodologies and formulate alternative approaches.
8. initiative and originality in problem solving in social policy practice contexts.

9. the ability to act autonomously in planning and implementing an independent project, navigating complexity and uncertainty.

### **Practical skills:**

By the end of this programme students should be able to demonstrate:

10. the ability to operate in complex social policy professional/practice contexts.
11. the ability to exercise initiative and personal responsibility in professional practice contexts.
12. the ability to undertake ethical research in identifying and developing policy interventions and recommendations within their own specialist context and setting.
13. The ability to foster democratic and inclusive social policy

### **Transferable / key skills:**

By the end of this programme students should be able to demonstrate:

14. the ability to be reflexive in order to improve practice.
15. the ability to be an independent and self-critical learner and manage own requirements for continuing professional development.
16. the ability to engage confidently in academic and professional communication with others, reporting on research actions clearly, autonomously and competently.
17. independent learning ability required for collaborative and creative communication in research and practice.
18. The ability to systematically organise and communicate advanced information evidencing appropriate proficiency in English language, using criteria developed for specialist audiences in unpredictably complex contexts (level 7).

## **6. Learning and Teaching Methods**

A creative and innovative range of learning and teaching approaches will be utilised on this programme to enable flexible, student-centred learning. Considerable emphasis is placed on critical enquiry and dialogue in relation to learning. Critical enquiry is developed through research, practice discussion and advanced scholarship. The programme seeks a balance between teaching and learning methods that include working in small groups, lecture, inputs, online activities, independent study and individual and group tutorials.

The learning and teaching approaches employed through the programme contribute directly to the development of key and transferable skills in social policy practice and analysis. Students are encouraged to develop confidence in using their social policy experience as an initial locus of analysis, to enable discussion and enhance their own and others' learning. Learning about and through social policy in practice underpins this programme. In turn it is anticipated that this will enhance student opportunities for employability, as well as enabling them to progress to doctoral study.

Supporting students in their studies will be the responsibility of all, including programme leader, module leaders and teaching staff. Students will be assigned a Personal Development Tutor who will provide tutorial support during their studies. The Personal Development Tutor role contributes to ensuring a holistic approach to academic, practice and researcher formation supported by module specific support and learning resources (See also section 15). Throughout the programme students will be encouraged to identify and engage in independent reading to supplement and consolidate teaching and learning and to broaden individual knowledge and understanding of their subject area/s.

In line with the University Learning and Teaching Strategy the teaching team are committed to engaging with and developing innovative and creative approaches to teaching and learning, including the full and active use of the VLE, the use of open learning resources and audio capture of lectures where appropriate. Teaching and learning on the programme will take a blended learning approach using a range of strategies to enhance inclusion and retention of learners. A summary of the core approaches is detailed in the table below:

<b>Method</b>	<b>Description</b>
<b>Group Discussion</b>	A tutor-guided and / or student led meeting involving more than one student, and normally discussion-based.
<b>Independent study</b>	Activities where an individual learner conducts research, or carries out a learning activity, on their own. Can include internet resources, sound and video files on LS, book and handout /online based exercises.
<b>Lecture</b>	Classroom activities where the teacher leads the interaction and develops discussions
<b>Online activities</b>	University's virtual learning environment is utilised to support learning in a variety of ways e.g., providing direct access to relevant reading, the development of blogs and interactive discussions, for notices and updates, exercises.
<b>Tutorials</b>	A one-to-one meeting with a University tutor that can be conducted in person, or remotely. Tutorials offer guidance, supervision, and support.
<b>Workshops</b>	A group learning experience offered in a variety of formats appropriate to the topic e.g., input and discussion, writing and/or participatory exercises, demonstrations, and presentations.

## **6.1 Learning Enhancement**

The programme will develop in line with the University Learning and Teaching Strategy and develop a pedagogical strategy to maximise student learning. There will be an appropriate level of blended learning via the University Virtual Learning Environment, including access to a variety of electronic resources. There will also be opportunities for students to enhance their learning outside of the formal programme through participation in research and scholarly workshops.

## **6.2 e-Learning**

E-learning and digital literacy development will be a central component of the MA in Social Policy and the programme team will work closely with Marjon Digital Innovation Team. The relationship with e-learning and digital literacy will differ depending on the pedagogy of the module. All modules will at a minimum level provide information and links to literature and other resources on the University's virtual learning environment (Canvas). Most of the modules will utilise a blended learning approach in which e-learning activities support the face-to-face interaction and learning environment as well as providing the students with opportunities to further enhance, develop and apply their social policy research knowledge. The modules will encourage students to explore both statistical and qualitative data analysis software, particularly SOPM04.

## **7. Modes of Assessment**

Assessment has a role in providing an indication to students and staff of the level of attainment, in relation to established criteria. Internal moderation and moderation by the External Examiner enables a wider reference point of the standards attained. Assessment takes place for each module of the MA in line with level descriptors for the programme. The pass mark is 50% and assessment grade boundaries are expressed as per the University Student Handbook.

Assessment is by coursework and includes a final dissertation of 15,000 words. A wide range of assessment methods are used on the programme in recognition of the impact assessment has on student learning and motivation, and how this informs personal and professional development. The assessment strategy recognises and values the variety of learning styles within any given cohort and takes account of students' academic and professional learning needs. Consideration is given to the development of particular key skills which may be developed through assessment. An overview of assessment details with dates will be provided on the University's Virtual Learning Environment; Module Outlines provide the details of individual assessment tasks. All student work is assessed in accordance with the University's Modular Degrees Regulations. Condoned failure will operate in line with the University Regulations, Policies and Procedures.

This is a summary of terms used to describe the range of assessments utilised:

<b>Method</b>	<b>Description</b>
<b>Concept Notes</b>	A formally written collection of definitions and explanations of central concepts in the social sciences.
<b>Dissertation</b>	An extensive research project based on either primary or secondary sources, containing in depth systematic examination of a specific policy question or problem.
<b>E portfolios</b>	A collection of assessments covering the learning outcomes of a module, which usually takes several different forms such as concept notes, reports, presentations and task sheets, digital media activities and reflexive inputs.
<b>Essay</b>	A written response to a question based on synthesis and analysis, demonstrating appropriate knowledge and understanding of key current debates in the subject.
<b>Podcast</b>	A verbal recording of a detailed analysis of a policy question, problem or issue.
<b>Poster presentation</b>	A visual and verbal presentation synthesising and communicating complex academic material demonstrating knowledge and understanding concerning a specific theme.
<b>Presentation</b>	Clearly structured individual or group verbal delivery within timed conditions, delivered using appropriate methods and which demonstrates detailed knowledge and analysis.
<b>Project proposal</b>	A written proposal that is set in the context of a detailed analysis of a particular policy context and communicates opportunities to develop an area of research or practice.

## 8. Exemptions to University Regulations

There are no exemptions to University Regulations.

## 9. Work-Based Learning/Placement Learning

N/A

## 10. Programme Structure

### Full Time

#### Level 7

<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Assessment</b>	<b>Semester/</b>	<b>Compulsory/ Optional</b>	<b>Condonable/ Non-Condonable</b>
--------------------	---------------------	----------------	-------------------	------------------	-----------------------------	-----------------------------------

<a href="#">SOPM51</a>	Politics and Social Policy Analysis	30	70% Coursework 30% Practical	Semester A	Compulsory	Condonable
<a href="#">SOPM52</a>	International Social Policy Analysis	30	60% Coursework 40% Practical	Semester A	Compulsory	Condonable
<a href="#">SOPM53</a>	Analysing Social Policy: Discourses of Social Control, Agency & Well-being	30	70% Coursework 30% Practical	Semester B	Compulsory	Condonable
<a href="#">SOPM54</a>	Research in Social Policy Contexts	30	100% Coursework	Semester B	Compulsory	Condonable
<a href="#">SOPMD5</a>	Dissertation	60	100% Coursework	Semester C	Compulsory	Non-Condonable

## Part Time

### Level 7-Year 1

Module Code	Module Title	Credits	Assessment	Semester/	Compulsory/ Optional	Condonable/ Non-Condonable
SOPM51	Politics and Social Policy Analysis	30	70% Coursework 30% Practical	Semester A	Compulsory	Condonable
SOPM53	Analysing Social Policy: Discourses of Social Control and Agency	30	70% Coursework 30% Practical	Semester B	Compulsory	Condonable
SOPM54	Research in Social Policy Contexts	30	100% Coursework	Semester B	Compulsory	Condonable

### Level 7-Year 2

Module Code	Module Title	Credits	Assessment	Semester/	Compulsory/ Optional	Condonable/ Non-Condonable
-------------	--------------	---------	------------	-----------	----------------------	----------------------------

SOPM52	International Social Policy Analysis	30	60% Coursework 40% Practical	Semester A	Compulsory	Condonable
SOPMD5	Dissertation	60	100% Coursework	Semester B & C	Compulsory	Non-Condonable

## Delivery Pattern

### Full-time (12 months)

Duration	Taught Input	Module
Semester A September - January	Sept – Oct Nov Dec	SOPM51 SOPM52
Semester B January - April	Feb – March April - May	SOPM53 SOPM54
Semester C May - August	May - August	SOPMD5

### Part-time (24 months)

#### Year 1

Duration	Taught Input	Module
Semester A September - January	Sept – Oct	SOPM51
Semester B January - May	Jan – Feb Feb April	SOPM53 SOPM54

#### Year 2

Duration	Taught Input	Module
Semester A September - January	Nov - Dec	SOPM52
Semester B & C February - July	Feb - July	SOPMD5

The table below shows the various ‘threads’ through the programme. These ‘threads’ provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The ‘threads’ act as a mechanism for students to see how the learning links together in meaningful way and will be made explicit to students throughout the programme.

<b>Module Code</b>	<b>Module Title</b>	<b>Thread</b>
SOPM51	Politics and Social Policy Analysis	1, 2, 5, 6
SOPM52	Analysing Social Policy: Discourses of Social Control	1,2, 3, 5, 6
SOPM53	International Social Policy Analysis	1, 2, 3, 4, 5, 6
SOPM54	Research in Social Policy Contexts	1, 2, 3, 4, 5, 6
SOPMD5	Dissertation	1, 2, 3, 4, 5, 6

Key:

1: Research

2: Political perspectives of Neoliberalism and Social Democracy.

3: Policy Discourses

4: Globalisation,

5: Employability

6. Leadership

### **Structure and Points of Progression Full Time**

<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Delivery Sequence</b>	<b>Assessment Point</b>	<b>Progression Point</b>
SOPM51	Politics and Social Policy Analysis	30	1	MAB – Feb PAB – Feb	
SOPM52	Research in Social Policy Contexts	30	1	MAB – Feb PAB – Feb	Exit award available: PG Certificate
SOPM53	Analysing Social Policy: Discourses of Agency, Social Control & Well- being	30	2	MAB – Feb PAB – Feb	
SOPM54	International Social Policy Analysis	30	2	MAB – June PAB – July	Exit award available: PG Diploma
SOPMD5	Dissertation	60	3	MAB – September PAB - September	Exit award available: MA

### **Structure and Points of Progression Part Time**

Module Code	Module Title	Credits	Delivery Sequence	Assessment Point	Progression Point
SOPM51	Politics and Social Policy Analysis	30	1	MAB – Feb PAB – Feb	
SOPM53	Analysing Social Policy: Discourses of Agency, Social Control & Well- being	30	1	MAB – June PAB – July	Exit award available: PG Certificate
SOPM54	Research in Social Policy Contexts	30	2	MAB – June PAB – July	
SOPM52	International Social Policy Analysis	30	2	MAB – Feb PAB – Feb	Exit award available: PG Diploma
SOPMD5	Dissertation	60	3	MAB – September PAB - September	Exit award available: MA

### **11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)**

N/A

### **12. Professional Advisory Group**

N/A

### **13. Academic Progression Opportunities**

The programme places students in an excellent position to progress onto doctoral study. To date a number of recent graduates have already taken this step. Students will be provided with tutorial support from the outset of the programme to help plan their academic progress. Successful participants would be eligible to apply for an MPhil/PhD programme at Plymouth Marjon University, or other institutions.

### **14. Employability and Career Progression Opportunities**

The MA in Social Policy is well placed to promote and develop a wide range of employability skills promoting a high degree of analytical thinking and innovation amongst students as they identify and define problems, extract key information from the data and develop workable solutions for these problems. They are also encouraged to be creative, original, and innovative in their approach to policy analysis. At the heart of social policy analysis is complex problem-solving – in this process students review related information in order to develop and evaluate options and implement solutions. This can also involve systems analysis and evaluation, where students study a process or situation in order to identify its goals and purposes and create systems and procedures that offer an efficient and effective solution to the problem. Students develop the ability to assess situations and initiate solutions. often expected to try to resolve a specific problem. As a result, students are able to perceive the world in new ways, whilst grappling with a wide range of contemporary problems, trying to find hidden patterns and generate new solutions.

The programme is also designed with the promotion and development of digital skills in mind. It incorporates assessment tasks which have been specifically designed for this purpose, such as the podcast and e-portfolio / blog. Students develop their critical thinking, actively conceptualising, analysing and synthesising information objectively, making reasoned judgements in order to reach their own conclusions. Students must also develop emotional intelligence – recognising and managing their emotions, and the emotions of others, both individually and in groups.

It is intended that the MA in Social Policy will make both a significant contribution to individual professional development (CPD) as a general contribution to innovation and creativity in the fields of Social Policy Analysis and implications for practice. Our graduates will be able to pursue a diverse range of career routes ranging from charity officers, civil service / local government officers or research officers. Social Policy graduates could also expect to take up opportunities to work in a wide range of posts across the third-sector, public services, local government and business. These could include roles in central and local government departments, community bodies, charities, housing and health organisations, research consultancies and advocacy or campaigning bodies. (see <https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/social-policy#job-options> ). Students can also progress to further PG doctoral Study which could lead to a career as a researcher. The University also has partnerships with a range of health and social welfare organisations with whom students can seek employment, internships or voluntary positions. Central to the rationale of the programme is the enhancement of career prospects and progression in a competitive, challenging and rapidly changing jobs market as successful completion of the MA in Social Policy signals to employers advanced scholarship and a high degree of a range of transferable skills.

The programme team will continue to work with employers to encourage them to see the relevance of the MA in Social Policy generally whilst at the same time providing a CPD route for experienced practitioners.

Skills will include:

- **Analytical thinking and innovation** – students are able to identify and define problems, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified.
- **Creativity, originality and initiative** – students are able to perceive the world in new ways, to find hidden patterns and to generate new solutions. Students develop the ability to assess situations and initiate solutions independently.
- **Critical thinking and analysis** - students have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion
- **Complex problem-solving** – students are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings.
- **Emotional intelligence** – students are able to recognise and manage their emotions, and the emotions of others, both individually and in groups.
- **Reasoning, problem-solving and ideation** – students are able to consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions
- **Systems analysis and evaluation** – students are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way

#### Digital Skills:

- **ICT Proficiency and Productivity** – students are able to use devices (such as laptops, smartphones and touch screens), and identify and use applications, software and systems that are relevant and most suited to different tasks (e.g. text editing, presentations, spreadsheets and basic screen recording software)
- **Digital Collaboration, Participation, Communication** – students are able to communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email, blog posts and social media. They can also participate in digital teams and collaborate with others in digital spaces (e.g. using Google docs, group forums, social media, file sharing applications, Hub).
- **Finding Digital Information and Data Management** – students have an understanding of different data storage systems and file types (e.g. using network drives, cloud storage and external storage devices). They are able to identify and use appropriate digital productivity tools to find information (e.g. using Marjon Mobile app, advanced online searches, Mendeley, Discovery). They are also able to manage, organise and analyse data or information (e.g. folder and file organisation, use of analytical tools within Spreadsheets and Databases).
- **Digital Learning and Teaching** – students are able to identify and use digital learning resources, apps and services (e.g. LearningSpace, Panopto Replay, podcasts, online tutorials). They are also able to participate in digital assessment such as online quizzes and exams and receive and reflect on digital feedback (e.g. Turnitin).
- **Digital Problem Solving, Creation & Development** – students are able to identify and use digital tools to solve problems and answer questions (e.g. Microsoft Office help, Digital Skills Help, TelKit, online surveys). They are also able to create new digital

artefacts and materials such as digital writing, digital imaging, audio and video and creating and modifying webpages (e.g., Poster creation, use of digital cameras and scanners, creating recorded presentations, creating an Edublog).

- **Digital Security, Well-being and Identity** – students understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g. security settings on social media, netiquette, keeping personal data secure). They are able to look after their personal health, safety, relationships and work-life balance in digital settings and are able to develop and project a positive digital identity across a range of platforms (e.g. LinkedIn, Twitter).

## **15. Support for Students and for Student Learning**

The University and the programme team are committed to actively developing and maintaining a student-centred approach to learning and teaching. In addition, the student support team, alongside the programme team, offer the students a wide range of services and guidance to support them through their studies. At programme level, all students will be allocated a Personal Development Tutor for the duration of their studies. There will also be named module leads and have direct access to the programme leader. At an institutional level student will be able to access the comprehensive and confidential services provided by the student support team, as well as services provided by the library, media and IT, and chaplaincy teams.

## **16. Student Feedback Mechanisms**

The programme team seek to develop positive relationships with participants through ongoing and continuous dialogue and regular communication. Participants will input directly into the course committee (the MA Social Policy equivalent of the UG staff student liaison committee). They will also be invited to participate in the Postgraduate Taught Experience Survey (PTES). In addition, feedback module evaluations.

A summary of the number of opportunities for student feed back to the programme team and institution about their experiences is included below:

- Staff-student liaison meetings – known as the course committee [at the programme level]
- Appointments with the programme area lead
- A Personal Development Tutor
- Mid module and end of semester feedback; Module evaluation forms
- Students' Union

## **17. Other Stakeholder Feedback**

The current programme retains all the essential elements that have made it successful to date whilst incorporating the necessary changes which align the new programme to the current requirements. The changes are based in part of feedback from current students through the course committees (in 2019/20 & 2020/21) and through ongoing discussion and this has been instrumental in informing a number of the specific alterations to the programme. These include the presentation of the dissertation being zero weighted, so the

dissemination event has less pressure associated with it and it can be a celebration of the achievements and be opened up to external stakeholders. The incorporation of oral assessments such as presentations in the expanded modules from 15 to 30 credits - SOPM52 (SOPM01) and SOPM53 (SOPM02) - was suggested by students as it incorporates a different set of skills and also maximises learning amongst the student group. Key features of the new programme have also been circulated to ex-graduates in July / Aug 2020 as well as key stake holders in the field, in agencies and workplaces delivering work in related social and welfare context and the feedback has been positive (including Barnardo's and Trauma network, PCC Feb - March 2020). The external examiner has also provided very positive feedback on the programme structure and content.

## **18. Quality and Enhancement Mechanisms**

The quality of the student experience and the standards of the awards are managed, and quality assured through the University's regulations and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner reports, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.