Programme Specification
Definitive Document

1. Basic Information

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1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Plymouth Marjon University
1.4 Final Award Title:	MSc
1.5 FHEQ Level:	7
1.6 Programme Title:	Psychology for Leadership
1.7 Mode and Duration of Study:	Full Time – 1 year Part Time – 2 years
1.8 School:	Sport, Health and Wellbeing
1.9 HECoS Code:	100493
1.10 Collaborative Provision Arrangement:	n/a
1.11 Admission Criteria:	Applicants are encouraged to discuss their application with the programme lead prior to application. 2:1 degree classification Level 4/5 or C or higher in GCSE English Non-standard applications will be reviewed individually and will be invited for an interview to discuss their application. International students will be expected to meet the English language requirements of IELTS 6.5 or equivalent.
1.12 Accrediting Professional Body/PSRB	n/a
1.13 QAA Subject Benchmarking Group(s):	Psychology (2019)
1.14 Other External Points of Reference:	Framework for Higher Education Qualifications (FHEQ); UK Professional Standards Framework; QAA Characteristics Statements (2020)
1.15 Language of Study (for learning, teaching and assessment):	English
1.16 Work-Based Learning Arrangements:	It is expected that all applicants will already be in formal or informal employment.
1.17 Arrangements for Distance Learning:	n/a
1.18 Original Date of Production:	June 2020
1.19 Date of Commencement:	September 2021
1.20 Review Date:	by September 2026

2. Programme Outline

Knowledge of psychological concepts can be applied to all areas of leadership and working with people. This programme is designed to enable leaders to build their knowledge of psychological concepts and theories and apply it to their own leadership practice and workplace. Leaders are defined as individuals who are guiding practice of others, or who take responsibility for the delivery of a service,

Leaders, in both formal and informal leadership roles, have a critical role in shaping their workforce, managing wellbeing, guiding values and in understanding individual difference as well as group cohesion. They are depicted as agents of change, individuals who work as a principled professional. Modern day leaders also have a role in presenting and representing their workplace, dealing with members of the public and promoting their organisation within our local and global world.

This programme enables students to take key psychological theories and concepts and apply them to their own contemporary practice. Each student's application will be unique, but their journey is shared, from the discovery of social identity theories and social cognition which shape the way we work together, through the analysis of self-presentation and communication in the construction of their own leadership styles, to the application of attitude, morality and behaviour change mechanisms to the promotion and portrayal of their organisation within our contemporary contexts.

The modules provide a roadmap for their journey (see diagram 1) In year 1, starting their journey of research informed practice, the students study the core knowledge content, from developing their psychological knowledge (POLM01), through to using psychology to understand contemporary issues such as wellbeing, neurodiversity, institutional racism and managing staff in a pandemic (POLM02), to focusing on wider aspects of organisational psychology and their own leadership. (POLM03). These three modules enable students to develop a critical awareness of both psychology as a subject and of their own leadership and followship. Stepping into year 2, the focus will be on the development of research skills, enabling students to continue to, develop research informed practice commencing with POLM04, a research methods module, culminating in POLM05 which enables students to utilize their independent research skills to complete their own empirical project (data-based project).

Knowledge	application	analysis ➔
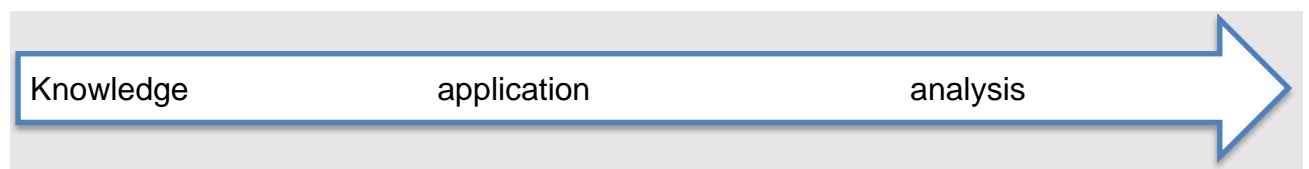
Year 1, Semester A	Year 1, Semester B	Year 1, Semester C	Year 2, Semester A	Year 2, Semester B+C
POLM01	POLM02	POLM03	POLM04	POLM05

Social Psychology and Leadership	Leadership in Contemporary Contexts	Psychology of Organisations	Research Methods	Leadership Project

Diagram 1: programme map

Empirical projects are data-based projects which are completed utilising a scientific approach, from creating a research question, through to data collection, analysis, and the production of a scientific (structured) report. Numerical, verbal, words, images, and reflections are all categorised as data on this programme. A wide range of philosophical approaches to research are taught within the programme, such as autoethnography, post positivism, phenomenology, discursive psychology, and IPA. This enables the students to select methodologies which suit them and the leadership issues which they aim to address in the research project.

The aim of our programme is to facilitate the growth of curious, independent and critical thinkers in leadership roles, leaders to affect social change and therefore the programme designed so that each individual student can apply their own unique experiences and workplace to the theories and concepts, gives them opportunities to reflect on their own leadership, and the leadership they view in others, and to think about the broad aspects of leadership within their own organisations from working with others to identification of organisational values through to managing a neurodiverse team.

The synchronous learning of the programme takes place over 3 x 2day blocks over the academic year, supported by regular synchronous online discussion seminars and asynchronous directed activity. This enables students to maintain employment during the programme. The on-campus delivery days will be published in advance, to enable employment and attendance planning.

3. Distinctive Features

The students are required to critically engage with theories of psychology to understand and develop their own leadership practice, knowledge and skills, but also to disturb automatic thinking and value statements. This disruption and critical engagement has a vital role in changing our world, whether this is to improve staff wellbeing, create a safer environment for the vulnerable or to delete institutional racism or structural violence.

Leadership is defined as "a process (i.e., it involves *interaction* between a leader and one or more follower) whereby an individual influences a group of individuals to achieve a common goal" (Northouse, 2010, p.3). As leadership is a social process, psychology has a lot to offer when interpreting leadership, and for offering evidence-based suggestions relating to how to lead more effectively.

Distinctly, this programme is built on a community of practice, therefore this is a programme for new leaders and experienced leaders alike, for new leaders, the programme will enable students to develop their skills and knowledge to construct their leadership

styles to match the modern workplace and to plan their development within the role. Students who are experienced leaders will be encouraged to critically reflect on their leadership practices, to consider the strategic and global contexts of the workplace and to utilize their knowledge and skills to not only solve issues of the modern workplace but to also empower, encourage and ignite ideas in the novice leaders.

1. Hybrid learning design.

Students will be engaged in synchronous on campus learning 3 times per year. These 2-day events will introduce the students to the core concepts in the module, enable discussion and critical engagement. For the remainder of the module, students will be engaged in synchronous and asynchronous connected learning activities, which will support ongoing and continued engagement in the content and knowledge production, plus the completion of the module assessments (see diagram 2). Students will be expected to prepare for the synchronous sessions, through reading, viewing, reflecting and activity. The synchronous sessions will be facilitated group discussions on relevant topics, enabling our students to develop their understanding of concepts and apply this learning to their own leadership and organisation.

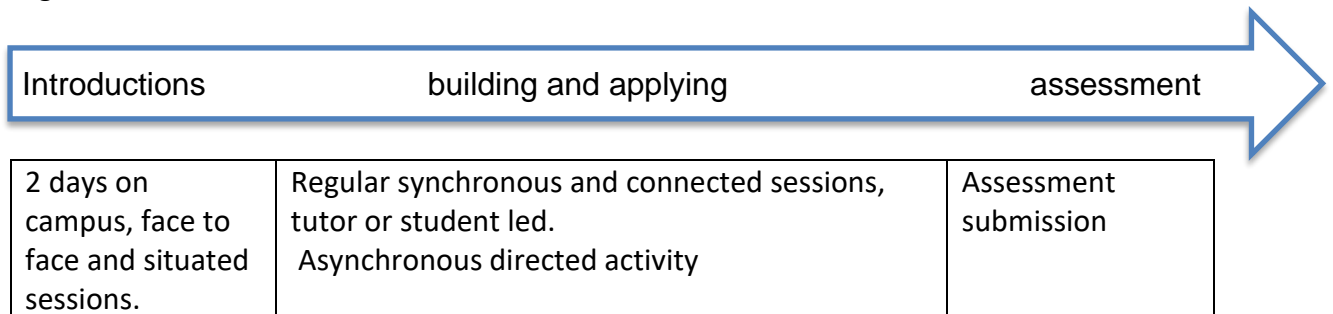| Introductions	building and applying	assessment
2 days on campus, face to face and situated sessions.	Regular synchronous and connected sessions, tutor or student led. Asynchronous directed activity	Assessment submission

Diagram 2: module structure

2. Authentic Assessments

Across the psychology subject group at PMU, authentic assessments are utilized. These are assessments which enable students to develop skills for employment, or replicate workplace activities as well as demonstrate their knowledge and understanding. The MSc Psychology for Leadership reflects this approach. The assessment diet is broad, and the types chosen to reflect the modern workplace and enable students to demonstrate key leadership skills as well as critical reflection and interrogation of the application of psychology to their organisational issues. The modules all have 2 assessments, 1 reflects the engagement in the synchronous and asynchronous connected activities, whilst the other enables the students to address the topics in depth.

Many of the modules have a 'patchwork portfolio' as assessment type. This type of assessment is a series of short activities in which the students will be encouraged to engage in the literature, activity, and self/organisational reflection. The activities can be completed via short term goals throughout the module. This type of authentic assessment mirrors the activities often found in the workplace in which leaders are required to prepare short reports, reflect on action, or search literature and other publications for solutions and information.

3. The embodiment of sustainability within the programme.

In 2008 Huckle (pg342[1]) noted, 'We face related crises of ecological, economic, social, cultural and personal sustainability', 10 years later we still face these challenges, therefore the programme team will embed these facets of sustainability into the curriculum. The programme team aims to lead by example, enabling students to participate in activities for a sustainable future and, in-line with the pedagogy of the programme, critique and develop this knowledge further. For example, we will reduce our impact on the green environment, using e-learning, e-submission, and e-books. We will promote student wellbeing and develop resilience. We will promote the value that we are all responsible for the wellbeing of others and encourage students to critically engage with this concept during the programme and apply their understanding to their own workplace practice. Additionally, there will be an emphasis on encouraging students to ask critical questions of themselves, others, and our global community, which will enable them to clarify their own values as well as promote a sustainable future.

Students will be encouraged to critically engage with the topics in the programme, to understand and develop their own leadership practice, knowledge and skills, but also to disturb automatic thinking and value statements. This disruption and critical engagement has a vital role in changing our world, whether this is to improve staff wellbeing, create a safer environment for the vulnerable or to delete institutional racism or structural violence.

4. Opportunity to critically engage with ideas, policy, and practice.

This programme engages our students in conversation to critically engage with the topics within the programme, to understand and develop their own leadership practice, knowledge and skills, but also to disturb automatic thinking and value statements, to extend their strategic thinking, decision making and problem solving. This disruption and critical engagement has a vital role in changing our world, whether this is to improve staff wellbeing, create a safer environment for the vulnerable or to delete institutional racism or structural violence.

5. Ethical Leadership

As above, leadership involves a process whereby an individual influences a group of individuals to achieve a common goal (Northouse, 2010). When leading others towards achievement of a common goal (e.g., improved business or sports team performance), it is important to approach this process ethically. In other words, the goal should be achieved through a morally ideal course of action, such as by behaving in line with ethical values like competence, responsibility, integrity, and respect (e.g., BPS Code of Ethics and Conduct, 2018). Rather than "success at all costs," ethical leadership relates to "success, achieved the right way." Working in an ethical manner supports individual and team/collective resilience, supports sustainability and research informed practice.

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[1] * Huckle, J (2008) Sustainable Development in Arthur, J., Davies, I. & Hahn, C. (eds.) The Sage Handbook of Education for Citizenship and Democracy, London, Sage Publications, 2008, pp. 342 – 354.

Whilst ethical leadership is identified as a key thread of this programme, see section 10, ethical leadership has an interdependent relationship with the other 3 threads within the programme.

4. Programme Aims

The aims of the programme are to:

1. Enable students to develop criticality in terms of applied social, organisational and positive psychology and leadership practice.
2. Promote understanding of research informed leadership practice within local, national, and global environments.
3. Promote leadership, which is principled, value based, ethical and inclusive.
4. Encourage students to be critically reflective professionals with confidence to explore ethical and moral challenges within contemporary practice.

5. Programme Learning Outcomes

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

1. a deep and systematic understanding of applied social, organisational, and positive psychology in the context of leadership
2. the ability to work with research informed knowledge at the forefront of applied social, organisational, and positive psychology.
3. an awareness of and ability to manage the implications of ethical dilemmas encountered when leading and work proactively with others to formulate solutions.
4. a comprehensive understanding of research methodologies applicable to their own leadership and followership.

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

5. the ability to critically analyse complex leadership issues and challenges.
6. the ability to synthesise information from a range of sources and perspectives that can be applied to leadership contexts.
7. a critical approach to advance their own and others' understanding of their behaviour in a leadership context.

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

8. the ability to autonomously plan and complete research on leadership.
9. the ability to critically reflect on their own leadership practices and behaviours.
10. the ability to exercise initiative, autonomy, and personal responsibility in application of knowledge to real-life leadership.

Transferable / key skills:

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

11. the ability to work effectively with a group as leader or member, making professional use of others where appropriate.
12. the ability to be an independent and self-critical lifelong learner and to guide lifelong learning in others.
13. the ability to communicate confidently, competently, and autonomously in a range of arenas.
14. A contribution to the application of knowledge and understanding as a route to enhancing aspects of leadership practices.
15. 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

The learning and teaching methods on the programme reflect the hybrid curriculum model. Sessions are either located or connected, learning is either synchronous or asynchronous.

Located: A specific and single location for a group is required/chosen to undertake the activities meaning activities take place within campus learning spaces.

Connected: Learning may be in formal or informal university learning spaces, and therefore supports those unable to access the university; the key being that not all students are in the same location. There is frequently the use of technological means to connect individuals and groups and may take advantage of both formal learning rooms as well as social/informal learning spaces.

Synchronous: Learning that takes place with participants all engaging with material in real time, although not necessarily in the same place. Synchronous learning should allow learners to interact.

Asynchronous: Enabling students to have some flexibility over the pace of learning and timing in which engagement occurs, asynchronous learning is a student-centred teaching and learning approach that frequently uses digital learning tools and platforms to facilitate lectures and assessment activities outside the constraints of a physical classroom.

Face-to-face: Face-to-face learning involves interaction with/between students and staff, including lecturers, technicians, guest lecturers and subject specialists. Synonymous with real-time learning it can include workshops, fieldwork, practical activities, seminars, and tutorials in a specific room/location or via the use of technology.

Extensive use of digital learning technologies are used within the programme to enable students to engage with the synchronous and asynchronous and connected elements of every module. The table below highlights the different methods utilised in the programme and whether these are face-to-face, connected, located, synchronous or asynchronous.

6.1 Learning Enhancement

Method	Description
Directed Learning	Lecturer guides student towards appropriate materials, study activities and reading, responsibility for acquisition and assimilation remains with the individual student. This is typically independent and asynchronous work.
Group Critique	Group work which centres on a specific topic. Discussion is facilitated by a leader and members of the group are encouraged to think and speak critically on the topic. This synchronous work can be connected or situated,
Group Directed	Tasks decided and allocated by members of a group, acquisition and assimilation of the materials and learning remains with the individual student. This could be face-to-face, connected or located, synchronous or asynchronous as directed by the group.
Lecture	Verbal delivery of information to students. This could be face-to-face and synchronous, either connected or located. If pre-recorded the lecture would be asynchronous and connected.
Online activities	Online/web-based activity, such as discussion board, quizzes, critique. This method could be synchronous or asynchronous.
Self-Directed	Student decides focus of learning and study, responsibility for acquisition and assimilation remains with the student. This is typically independent and asynchronous work, although if dictated by the individual student, could be connected/located and synchronous or face-to-face.
Seminar	Typically, small groups of students learning through discussion or highly focused practical tasks. This method is face-to-face and synchronous. It could be connected or located.
Tutorial	Often one to one or small group encounters between a tutor and student in which learning may be stimulated by a student request or maybe focused on the detail of subject matter covered in another context.

	This method is face-to-face and synchronous. It could be connected or located.

6.2 e-Learning

The programme utilises a blended learning pedagogy, where online learning works seamlessly with on-campus sessions. All modules have synchronous and situated sessions on campus up to 2 days per module, in addition to synchronous and asynchronous connected sessions, such as pre-recorded lectures, directed learning tasks, preparatory reading or participation in online seminars or synchronous discussions. Other online tools/software are also used within the teaching and learning environment, such as padlet, mentimeter, edublog.

7. Modes of Assessment

Across the psychology subject group at PMU, authentic assessments are utilized. These are assessments which enable students to develop skills for employment, or replicate workplace activities as well as demonstrate their knowledge and understanding. The MSc Psychology for Leadership reflects this approach. The assessment diet is broad, and the types chosen to reflect the modern workplace and enable students to demonstrate key leadership skills as well as critical reflection and interrogation of the application of psychology to their organisational issues. The modules all have 2 assessments, 1 reflects the engagement in the synchronous and asynchronous connected activities, whilst the other enables the students to address the topics in depth.

Many of the modules have a 'patchwork portfolio' as assessment type. This type of assessment is a series of short activities in which the students will be encouraged to engage in the literature, activity, and self/organisational reflection. The activities can be completed via short term goals throughout the module. This type of authentic assessment mirrors the activities often found in the workplace in which leaders are required to prepare short reports, reflect on action, or search literature and other publications for solutions and information.

Method	Description
Essay	A written response to a question based on synthesis and analysis. These may be negotiated with an academic.
Ethics application	An application of a research project for ethical review by panel.
Patchwork Portfolio	Collection of short tasks, either in written format or a series of online tasks, such as blogs and discussion board communication. A patchwork portfolio could include: presentation, leadership of a discussion or piece of work, blog posts, participation in online discussion forum, short piece of academic writing, reflection, Tasks are designed to enable students to reflect on the theories and apply these to their own practice and organisations. Tasks will have short term deadlines throughout the module, to enable assessment planning – see assessment calendar, However, all tasks should be submitted as 1 document at the end of module assessment deadline. The programme uses three types of patchwork portfolios: **Patchwork portfolio (mixed):** series of four written and verbal tasks, designed to enable demonstration of critical understanding of the module content. **Patchwork portfolio (written):** series of four written tasks, designed to enable demonstration of critical understanding of the module content. **Patchwork portfolio (skills):** series of four tasks designed to demonstrate critical understanding of the module content and application of this knowledge.
Presentation	A talk, discursive interview or leading a discussion group on a specified topic, could be individual or group.
Proposal	A written proposal for a piece of independent research. Follows a set structure and format.
Scientific report	Students will be expected to complete a data-based piece of research. Followed by an extended writing assignment which echoes the framework of a journal article on a piece of independent research.

8. Exemptions to University Regulations

By virtue of the style of assessment featured within this programme, assessments are not marked anonymously. This is due to the nature of the submissions, which are often portfolio based, and/or underpinned by individual performance in a variety of specific settings for which the identity of the student will be clear.

9. Work-Based Learning/Placement Learning

No formal work-based learning or placement learning opportunities are available as part of this module. Students are encouraged to work with the PMU employability team to extend their opportunities. It is expected that all students will be in leadership roles, these could be formal or informal leadership roles.   In POLM01 they will be required to reflect on their own leadership values, skills, and knowledge, likewise in POLM02 and POLMO3, the assessment expectations include application of psychological knowledge to the workplace.

10. Programme Structure

Full Time

Level 7

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
POLM01	Social Psychology and Leadership	30	100% Coursework	A	Compulsory	Condonable
POLM02	Leadership in contemporary Contexts	30	75% Coursework 25% Practical	B	Compulsory	Condonable
POLM03	Psychology of Organisations	30	75% Coursework 25% Practical	C	Compulsory	Condonable
POLM04	Research Methods	30	100% Coursework	A	Compulsory	Condonable
POLM05	Leadership Project	60	100% Coursework	B/C	Compulsory	Condonable

Part Time

Level 7 - Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
POLM01	Social Psychology and Leadership	30	100 Coursework	A	C	Condonable
POLM02	Leadership in contemporary Contexts	30	75 Coursework 25% Practical	B	C	Condonable
POLM03	Psychology of Organisations	30	75 Coursework 25% Practical	C	C	Condonable

Level 7 - Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
POLM04	Research Methods	30	100 Coursework	A	C	Condonable
POLM05	Leadership Project	60	100 Coursework	B/C	C	Condonable

Delivery Pattern

Part-time (24 months)

Year 1

Duration	Taught Input	Module
Semester A	2 days on campus + Online input	POLM01
Semester B	2 days on campus + Online input	POLM02
Semester C	2 days on campus + Online input	POLM03

Year 2

Duration	Taught Input	Module
Semester A	2 days on campus + Online input	POLM04
Semester B + C	2 days on campus + Online input	POLM05

The table below shows the various 'threads' through the programme. These 'threads' provide cohesion and coherence to the programme and are based on the programme learning outcomes/aims.

Due to the co-constructed nature of the programme, these 'threads' are embedded but cannot be prescribed by the programme staff. Students will be encouraged to create their own understanding of these threads throughout the programme, to weave and co create their own version and understanding. These threads are interdependent and cannot be viewed in isolation, through co-construction, changes in understanding of one thread will impact on knowledge and understanding in the other threads.

1. **Application of theory to practice:** A critical understanding of how social, organisational and positive psychology theory can be used to understand leadership, leadership practice, organisations, people and working with people (links to PL1)

2. **Evidence based Leader:** Leadership which is research informed, and leadership which is based on a critical understanding of the evidence and sources of evidence. (links to PL2)
3. **Ethical Leadership:** Leaderships to which is principled, values based and ethical in stance (links to PL3)
4. **Understanding Leadership practice**: A critical, reflective and reflexive approach to understanding own and others' leadership practice (links PL4)

This table demonstrates at the outset of the programme where the 'threads' are likely to appear in the programme, as a starting point for this co-construction and creation of the module content.

POLM01	Social Psychology and Leadership	1: Application of theory to practice 2: Evidence based leader. 3: Ethical leadership 4: Understanding Leadership practice
POLM02	Leadership in contemporary Contexts	1: Application of theory to practice 2: Evidence based leader. 3: Ethical leadership 4: Understanding Leadership practice
POLM03	Psychology of Organisations	1: Application of theory to practice 2: Evidence based leader. 3: Ethical leadership 4: Understanding Leadership practice
POLM04	Research Methods	1: Application of theory to practice 2: Evidence based leader. 3: Ethical leadership 4: Understanding Leadership practice
POLM05	Leadership Project	1: Application of theory to practice 2: Evidence based leader. 3: Ethical leadership 4: Understanding Leadership practice

Structure and Points of Progression

Module Code	Module Title	Credits	Delivery Sequence	Assessment Point	Progression Point
POLM01	Social Psychology and Leadership	30	1	MAB – Feb PAB – Feb	Postgraduate Certificate
POLM02	Leadership in contemporary Contexts	30	2	MAB – June PAB – June	Exit award available
POLM03	Psychology of Organisations	30	3	MAB – August/ September PAB - September	Postgraduate Diploma
POLM04	Research Methods	30	4	MAB – Feb PAB – Feb	Exit award available
POLM05	Leadership Project	60	5	MAB – September PAB - September	Master in Science

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

n/a

12. Professional Advisory Group

The psychology subject PAG will advise on this programme. The PAG will steer on the following: content of contemporary issues and contents, recruitment to the programme, research projects and employment opportunities for graduates.

13. Academic Progression Opportunities

Successful participants could be eligible to apply for an MPhil/PhD programme at Plymouth Marjon University, or other institutions.

14. Employability and Career Progression Opportunities

The MSc in Psychology for Leadership enables students to develop depth of understanding in applied psychology and critically reflective practice. These skills and knowledge contribute to an individual's professional development and practice within leadership roles (team and

organisation). Working alongside the PMU employability team will place students in prime position to seek, apply and gain advanced leadership roles and strategic positions. Successful completion of the programme indicates advanced professional scholarship, enhancing career prospects and progression in a competitive and rapidly changing market. Skills, knowledge and values developed during the programme will enable graduates to step into leadership roles, whether these are first time leadership roles, such as team leader positions, or graduates who have been leaders for some time and are ready to step into strategic and higher-level positions. Skills, knowledge and values developed through the programme, include, but are not limited to:

- **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.

- **Active learning and reflective practice** – students are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance.

- **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.

- **Leadership and social influence** - students are able to motivate others to act towards achieving a common goal

- **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

Further to this, the programme's use of authentic assessments and the hybrid teaching and learning model will enable students to develop digital skills for the modern workplace and to enhance the modern workplace. This list is not exhaustive and includes:

- **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. virtual learning environment, 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 recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service

- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:
- Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus Nursery provision

16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with participants through ongoing and continuous dialogue and regular communication.

Feedback at programme level will be achieved through programme and module evaluations, mid module evaluations, end of semester evaluations and the staff student liaison committee. In addition, students will be invited to participate in the Postgraduate Taught Experience Survey (PTES).

17. Other Stakeholder Feedback

Consultation has been held with several external partners and local professionals, collectively they have indicated that the programme offers good links between theories of leadership, working in business and applied psychological knowledge. One local organisational psychologist commented positively on the strong emphasis on social psychology within the programme, as this would ensure the psychological knowledge is accessible and applicable to all students.

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 policies 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 contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.