



Programme Specification Definitive Document

1. Basic Information

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:	BA (Hons)
1.5 FHEQ Level:	4, 5, and 6
1.6 Programme Title:	Criminology
1.7 Mode and Duration of Study:	Full Time – 3 years Part Time – 6 years
1.8 School:	Arts, Humanities, and Social Sciences
1.9 HECoS Code:	100484
1.10 Collaborative Provision Arrangement:	None
1.11 UCAS Code(s):	72H2
1.12 Admission Criteria:	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 6.0 or equivalent.
1.13 Accrediting Professional Body/PSRB:	N/A
1.14 QAA Subject Benchmarking Group(s):	Criminology (2022)
1.15 Other External Points of Reference:	Framework for Higher Education Qualifications (FHEQ); UK Professional Standards Framework
1.16 Language of Study (for learning, teaching and assessment):	English
1.17 Work-Based Learning Arrangements:	N/A
1.18 Foundation Degree Progression Routes:	N/A
1.19 Arrangements for Distance Learning:	N/A
1.20 Original Date of Production:	May 2019
1.21 Date of Commencement:	September 2022
1.22 Review Date:	By August 2028

2. Programme Outline

We focus on contemporary crime and deviance and the theoretical, cultural, and ethical understanding that encourages students to think critically about real-world challenges. Students are motivated to analyse and reflect upon numerous issues related to the criminal justice system, transnational crime, domestic and international security challenges and environmental crimes.

The Criminology Team endeavours to teach students the importance of addressing local concerns but also thinking beyond our community and instead, challenges them to think about the wider needs of society. We focus on how some of the issues that plague our criminal justice system and the offenders that are involved in criminal behaviour and deviance may be better addressed through a more holistic view that includes understanding our history, contemplating the present concerns and problems but also keeping an eye towards the future. It is this view that ensures sustainable development through incorporating issues such as social justice, inequality, migration, poverty, etc. into the curriculum.

As all of the Criminology Team are current or former practitioners in criminal justice, we are able to provide students with both the academic explanation and also a practical perspective on crime in society. This gives students valuable insight into the inner workings of the criminal justice system, some of the challenges each agency faces and what to expect from an employability standpoint. In addition, academic staff is actively engaged in research that is timely and extends beyond the borders, offering students a wider worldview that enhances their understanding of a variety of contemporary social issues that underpin crime in society.

2.1 Integrating Sustainability into the Curriculum

Sustainability relates to several aspects of well-being and quality of life but also cultural, ecological and social issues integral to the study of criminology. The programme enables students to explore themes such as global citizenship, and focuses on the maintenance, care and equitable use of natural and cultural resources. The programme will therefore introduce students to the growing sub-discipline of green criminology within several modules. Green criminology focuses broadly on viewing crime as social harms or crimes against society to include corporate crimes against the environment and environmental justice. Further, they expand the concept of 'criminal harm' and incorporate the negative actions of corporations and individuals in terms of environmental damage either via pollution, poor waste management or even the maltreatment of the environment in broadly defined terms to ensure a sustainable future. These themes are found in several modules throughout students course of study, namely in: CRIC51 Victims and Victimology, CRIC56 Social Problems, CRID52 Understanding Punishment: Prisons and Penology, CRID54 Globalisation and Crime, CRID53 Designing Safe Communities, CRIH52 Understanding Violence and CRIH55 Security and Counter Terrorism.

3. Distinctive Features

- Lecturers have a broad range of practical field experience as each has/is currently working in various criminal justice agencies including policing, prisons, security and law. This breadth of practical experience, bringing field experience, practical insight and also research into the classroom, is not common in most criminology departments.
- Extra- curricular activities and experiential learning opportunities are offered as optional field trips, field work, guest lectures, investigative training, trips and visits, conferences and seminars to enhance modules and demonstrate concepts learned in the classroom as they manifest in the field.
- Interdisciplinary modules that are relevant and useful and focused on contemporary social and security challenges and focused on employability and inclusivity.

4. Programme Aims

The programme aims to provide students with the opportunity and environment to acquire and develop knowledge and understanding of the nature and subject matter of criminology and associated subject areas. Specifically, the programme aims to:

- Equip students with the ability to critically evaluate and apply a range of theoretical approaches, methods and practices found within social sciences and specifically criminology and its subject matter;
- To equip students with the ability to acquire a contemporary knowledge and practices in criminology and psychology and the ability to apply these across a range of topics and disciplines
- Embed 'employability' within the curriculum to provide students with the academic and key skills valued by employers;
- Provide an inclusive, challenging, supportive and academically rigorous undergraduate degree programme;
- Develop a critical understanding of key issues such as risk management and prediction, penological and justice approaches and victimology;
- Develop a critical understanding of the wider influences on crime, criminality and criminal justice from a range of perspectives including environmental and sustainability concerns;
- Develop students' confidence and interpersonal skills so they are empowered to work independently and communicate effectively and efficiently to a range of audiences.

5. Programme Learning Outcomes

Knowledge & understanding:

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

- 1. The ability to describe and critically examine a range of key concepts and theoretical approaches within criminology, and to evaluate their application.**
- 2. The ability to evaluate and analyse criminal justice agency practices and developments in terms of changing values and relationships between individuals, groups, society and public and private agencies in varying locations (including cyber).**
- 3. The ability to use a range of advanced research strategies and methods, assess the appropriateness of their use, and identify an appropriate strategy for specific research problems.**
- 4. The ability to explain and critically evaluate complex social problems in terms of criminological theories of crime, class, victimization, globalisation, and individual, group and societal responses to crime and deviance.**

Intellectual skills:

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

5. The ability to assess and appraise a range of perspectives and discuss the merits of each for the understanding of crime and victimisation.
6. The ability to assess and investigate the values and practices of the key agencies and organisations that administer responses to crime and deviance.
7. Knowledge of materials from a range of sources and the ability to interpret and synthesise them.
8. The ability to design and use appropriate advanced research strategies for data collection using quantitative and qualitative methods.

Practical skills:

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

9. The ability to formulate and investigate criminological questions on a local, regional and global scale.
10. The ability to summarise, explain and employ empirical information and research findings about crime, victimisation and individual, group and societal responses to crime and deviance.
11. Advanced application of appropriate research tools in relation to theoretically driven, exploratory or evaluative research.
12. The ability to critically comment on the value of criminological work on crime, victimisation, responses to crime and deviance, and representations of these in relation to policy questions at local, regional, national and/or global levels.

Transferable / key skills:

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

13. Advanced written and oral communication skills in a variety of contexts and modes.
14. Advanced Information retrieval skills in relation to primary and secondary sources of information.
15. The ability to use communication and digital literacy skills effectively and in an academic and professional manner.
16. Advanced skills of time planning and management.

6. Learning and Teaching Methods

The Criminology programme will utilise many of the traditional methods of university teaching, such as lectures, seminars, and tutorials. However, the learning and teaching strategy will be student-centred, placing considerable emphasis on autonomous, self-directed and active learning. Through the use of 'enquiry-based learning', students will be encouraged and supported to become self-motivated, autonomous and curious lifelong learners. To achieve that goal, teaching and learning on the programme will therefore use a combination of the following:

Method	Description
Blended Learning	Content and materials are part delivered through digital and online media; part delivered through face to face interaction.
Active learning	Students take an active role in learning through meaningful activities (individual and group) in the classroom that are facilitated by the lecturer and are often task oriented. The focus of activities is on developing applied skills, problem solving, collaborative efforts, presentation skills etc. Activities include debates, role-playing, case studies, group projects/presentations, etc.
Case study	A case study is a research method involving an up-close, in-depth and detailed examination of a subject of study (the case), as well as its related contextual conditions. In doing case study research, the 'case' being studied may be an individual, organisation, event or action, existing in a specific time and place.
Critical Reflection	Critical reflection, or reflective practice, is the ability to reflect on one's actions so as to engage in a process of continuous learning. It often involves paying critical attention to the practical values and theories which inform everyday actions, by examining practice reflectively and reflexively. This leads to developmental insight. A key rationale for reflective practice is that experience alone does not necessarily lead to learning; deliberate reflection on experience is essential. Debate
Debate	Formal discussion on a particular matter in which opposing arguments are put forward.
Directed Study and Reading	Specific reading task set by the lecturer for students.
Enquiry-Based Learning	Students investigate a presented question, problem or scenario. The process is usually facilitated. Field
Experiential learning	This type of learning involves submerging students in real-world settings, where students have opportunities to go beyond classroom settings and apply their learned skills and knowledge outside of the traditional classroom.
Field trips	Learning undertaken in an alternative context, location or environment from the regular learning environment that may be for an extended period and may require transport and accommodation.
Group Discussion	Students will engage in a guided dialogue where topics are presented for the group to explore in a virtual and/or face-to-face discussion.

Group Work	Group work is a form of voluntary association of students benefiting from cooperative learning, which enhances the total output of the activity than when done individually. It aims to cater for individual differences, develop skills (e.g. communication skills, collaborative skills, and critical thinking skills), generic knowledge and socially acceptable attitudes or to generate conforming standards of behaviour and judgement.
Guest speakers	An expert in a certain field invited to share knowledge, views or experience, usually via a lecture.
Guided Independent Study/Independent Study	Students work independently drawing upon resources provided by the teaching staff such as reading lists and learning space materials. A virtual forum on the Learning Space, accessible to all students and the tutors, will be used to stimulate discussion and debate outside of scheduled teaching time.
Independent Study/Learning	This is detailed individual research into an aspect of the programme. This will result in a sustained piece of writing reflecting a coherent, systematic analysis, evaluation, reflection and integration of literature, research and experience.
Lecture	A lecture is an oral presentation intended to present information or teach students about a particular subject. Lectures are used to convey critical information, history, background, theories and equations. Usually the lecturer will stand at the front of the room and recite information relevant to the lecture's content.
News reviews	Students will be either presented with a piece of news or expected to find and bring in a piece of news. This will then be reviewed by the group and/or individually to ascertain its relevance to or impact on module and programme content.
Seminar/Seminar Groups	A seminar is a form of academic instruction which has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject, in which everyone present is requested to participate. This is often accomplished through an ongoing Socratic dialogue with a seminar leader or instructor, or through a more formal presentation of research. It is essentially a place where assigned readings are discussed, questions can be raised, and debates can be conducted.
Student-led presentations	Where individual or small groups of students' research, produce and present to the cohort on a specific topic area. It is typically a demonstration, introduction, lecture or speech meant to inform, persuade, inspire, motivate or to build good will or to present a new idea or product.
Tutorial	A tutorial is a small class of one, or only a few students, in which the tutor, a lecturer, or other academic staff member, gives individual attention to the students. More interactive and specific than a book or a lecture, a tutorial seeks to teach by example and supply the information to complete a certain task.
Video viewing and analysis	Students view instructional/educational videos for academic content. Viewings may be followed by an individual or group written analysis or discussion
Virtual Learning Environment	A web-based platform designed for digital aspects of courses (e.g., online lecture slides, reading material, tasks, and discussion forums) that supports teaching and learning in an educational setting.

6.1 Learning Enhancement

Though a wide variety of teaching methods is utilized in the classroom, we take a student-centred that encourages and empowers students to take ownership of their learning and to always be active and engaged. Throughout the curriculum students will be encouraged to discuss the applications of theories of crime and deviance, contemporary evidence and its relevance to organisational practice and everyday life. In addition, students will learn how we can use criminological knowledge to address global and local problems, how other aspects of social provision such as education, welfare, housing and social support impact on crime and criminality, how criminology can help communities work sustainably and promote equality, social cohesion and work in the service of others in a non-judgemental, anti-discriminatory manner.

6.2 e-Learning

All modules will provide information and links to literature and other resources on the University's VLE [Canvas]. Some 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 and apply their criminological knowledge. Students will be encouraged to take advantage of the many e-learning tutorials that are offered centrally within the University.

7. Modes of Assessment

The assessment scheme embodies the principles of assessment of and for learning. Assessment has a role in providing an indication to students and staff of the level of attainment, in relation to established criteria. However, assessment is also designed for learning, because it is a means of applying what has been learned – reading, thinking, discussing, presenting, researching, and writing. The range of assessment tasks is intended to replicate, as far as is possible, the types of skills graduates are most likely to demonstrate in employment. The traditional academic essay aside, the focus is on writing such as reports and briefing papers which enable students to develop skills in communication, planning and time management, problem solving and analytical skills, critical thinking, decision making skills, and team working skills – all skills that relate to employability. They are also asked to present their work orally to gain valuable skills that are imperative for all types of work environments and build self-confidence and esteem and also enable students to demonstrate their understanding of information they have learned. The assessment regime accords with the University's Assessment Regulations and Procedures.

Method	Description
Blog	A piece of work written for a 'lay' audience with the purpose to inform, critique, discuss and posit ideas about a contemporary issue. This work can also include illustrations, pictures, links to external video clips
Briefing paper	A briefing paper is written to provide key facts, information, for and against points and action points for policy makers. Students will be provided with a briefing paper pro-forma for this type of assessment
Case study	A case study is a research method involving an up-close, in depth and detailed examination of a subject of study (the case), as well as its related contextual conditions. In doing case study research, the 'case' being studied may be an individual, organisation, event or action, existing in a specific time and place.
Dissertation	A dissertation is a document submitted in support of candidature for an academic degree or professional qualification presenting the author's research and findings.
Essay	A written piece of work which follows accepted academic conventions around using logical and coherent arguments supported by fully referenced citations from relevant bodies of literature
Exam	An assessment taken within a constrained period of time, in a particular location, following a specified rubric of instruction. The term includes such practices as 'open book examinations' and 'in-class tests'. The main identifying factor for an examination is that University staff, not students, determine the maximum amount of time students may devote to the assessment and the nature of the resources available during its completion, so that students are required to demonstrate achievement of learning outcomes in circumstances of equal opportunity.
Poster Presentation	An illustrated poster which contains images and text aimed at identifying, describing and analysing a specific topic constructed by the individual student or student group. The student/group will orally present the poster and also field questions about the topic(s) presented.
Journal/Learning Journal	A journal, diary or blog/vlog of student learning based on critical and analytical reflections on any given situation/s within a workplace setting.

Literature Review	An essay style assignment critically evaluating literature pertinent to a topic. A critique of a selected text (usually a chapter from a book or an article from a journal), activity or organisation.
Oral presentation	Typically involves individuals or small groups of students researching, preparing and presenting information to their peers. The student(s) may be asked to submit a report to accompany the presentation.
Poster/Poster Presentation	An illustrated poster which contains images and text aimed at identifying, describing and analysing a specific topic. The student(s) may be asked to orally present the poster if questioned
Reflective Portfolio	Collection of short tasks, either in written format or a series of on-line tasks, such as blogs and discussion board communication
Report	A formal written piece of work aimed at provided a structured examination of a specific piece of policy. Students will be provided with pro-forma for this type of assessment
Research Poster	Students are given the opportunity to present knowledge and findings, based on their own research, in visual format as an equivalent to a written assessment.

8. Exemptions to University Regulations

N/A

9. Work-Based Learning/Placement Learning

Students will be invited to take an active part in a range of optional field trips to a variety of relevant criminal justice organisations where they will be able to discuss and experience aspects of work. This will enable them to get a 'hands-on' feel for a variety of employability options and allow them to discuss with current employees the plusses and minuses of careers within the broadly defined criminal justice system.

10. Programme Structure

Full Time

Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
CRIC02	Crime and the Criminal Justice System	20	100% coursework	Semester A	Compulsory	Condonable
CRIC06	Social Problems	20	100% coursework	Semester A	Compulsory	Condonable
CRIC05	Academic, Personal, and Professional Development	20	100% coursework	Semester A	Compulsory	Condonable
CRIC03	Criminological Theory	20	100% coursework	Semester B	Compulsory	Condonable
CRIC01	Victims and Victimology	20	100% coursework	Semester B	Compulsory	Condonable
CRIC04	Criminal Law	20	70% coursework 30% exam	Semester B	Compulsory	Condonable

Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory / Optional	Condonable / Non- Condonable
CRID01	Police and Policing	20	100% coursework	Semester A	Compulsory	Condonable
CRID02	Understanding Punishment: Prisons and Penology	20	100% coursework	Semester A	Compulsory	Condonable
CRID06	Research Methods	20	100% coursework	Semester A	Compulsory	Condonable
CRID03	Designing Safe Communities	20	100% coursework	Semester B	Compulsory	Condonable
CRID05	Globalisation and Crime	20	100% coursework-	Semester B	Compulsory	Condonable
CRID04	Understanding Violence	20	100% coursework-	Semester B	Compulsory	Condonable

Level 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
CRIHP2	Criminology Honours Project	40	100% coursework	Semester X	Compulsory	Condonable
CRIH01	Investigative Psychology	20	100% coursework	Semester A	Compulsory	Condonable
CRIH02	Security and Counter-terrorism	20	100% coursework	Semester A	Compulsory	Condonable
CRIH04	Cybercrime	20	100% coursework	Semester B	Compulsory	Condonable
CRIH03	Contemporary Issues in Crime and Criminology	20	100% coursework	Semester B	Compulsory	Condonable

Key: Semester X = A & B

Part Time

Level 4 – Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
CRIC02	Crime and the Criminal Justice System	20	100% coursework	Semester A	Compulsory	Condonable
CRIC05	Academic, Personal, and Professional Development	20	100% coursework	Semester A	Compulsory	Condonable
CRIC03	Criminological Theory	20	100% coursework	Semester B	Compulsory	Condonable

Level 4 – Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory / Optional	Condonable/ Non- Condonable
CRIC06	Social Problems	20	100% coursework	Semester A	Compulsory	Condonable
CRIC01	Victims and Victimology	20	100% coursework	Semester B	Compulsory	Condonable
CRIC04	Criminal Law	20	70% coursework 30% exam	Semester B	Compulsory	Condonable

Level 5 – Year 3

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
CRID01	Police and Policing	20	100% coursework	Semester A	Compulsory	Condonable
CRID02	Understanding Punishment: Prisons and Penology	20	100% coursework	Semester A	Compulsory	Condonable
CRID03	Designing Safe Communities	20	100% coursework	Semester B	Compulsory	Condonable

Level 5 – Year 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
CRID06	Research Methods	20	100% coursework	Semester A	Compulsory	Condonable
CRID05	Globalisation and Crime	20	100% coursework	Semester B	Compulsory	Condonable
CRID04	Understanding Violence	20	100% coursework	Semester B	Compulsory	Condonable

Level 6 – Year 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
CRIH01	Investigative Psychology	20	100% coursework	Semester A	Compulsory	Condonable
CRIH03	Contemporary Issues in Crime and Criminology	20	100% coursework	Semester B	Compulsory	Condonable
CRIH04	Cybercrime	20	100% coursework-	Semester B	Compulsory	Condonable

Level 6 – Year 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
CRIH02	Security and Counter-terrorism	20	100% coursework	Semester A	Compulsory	Condonable
CRIHP2	Criminology Honours Project	40	100% coursework	Semester X	Compulsory	Condonable

Key: Semester X = A & B

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.

Threads Level 4

Module Code	Module Title	Thread
CRIC01	Victims and Victimology	1, 2, 4, 5, 8
CRIC02	Crime and the Criminal Justice System	1, 2, 3, 4, 8
CRIC03	Criminological Theory	1, 2, 4, 6, 8
CRIC05	Academic, Personal, and Professional Development	1, 2, 7, 8
CRIC06	Social Problems	2, 4, 5, 6, 7
CRIC04	Criminal Law	2, 4, 6, 8

Threads Level 5

Module Code	Module Title	Thread
CRID01	Policing	2, 3, 4, 5, 7, 8
CRID02	Understanding Punishment: Prisons and Penology	1, 2, 4, 6, 7, 8
CRID03	Designing Safe Communities	2, 3, 4, 6, 7
CRID05	Globalisation and Crime	1, 2, 4, 5, 6, 8
CRID06	Research Methods	1, 3, 7, 8
CRID04	Understanding Violence	1, 2, 3, 4, 6, 8

Threads Level 6

Module Code	Module Title	Thread
CRIH01	Investigative Psychology	1, 3, 4, 5, 6, 8
CRIH03	Contemporary Issues in Crime and Criminology	2, 3, 4, 5, 7, 8
CRIH02	Security and Counter-terrorism	2, 3, 4, 6, 8
CRIH04	Cybercrime	2, 4, 5, 6, 8
CRIHP2	Criminology Honours Project	1, 2, 3, 4, 5, 6, 7, 8

- 1: Critical theory, research perspectives, skills for learning, professionalism and employability
- 2: Understanding the impact of public policy, social policy and politics on delivering and researching crime and criminal justice
- 3: The role of autonomy in decision making in terms of criminal justice policy
- 4: The challenges facing society in relation to crime including environmental issues
- 5: Identity, culture and media in relation to crime
- 6: The role of individuals, communities and governments in relation to crime and deviance
- 7: Language for communication, including effective workplace communication
- 8: The centrality of ethics in delivering and researching criminology and criminal justice policy

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

N/A

12. Professional Advisory Group

The PAG is set up in conjunction with BA (Hons) Criminology with Psychology and is composed of partners from relevant local and regional agencies.

13. Academic Progression Opportunities

The programme places students in an excellent position to apply for post graduate taught programmes in the social sciences but specifically criminology or associated disciplines and post graduate research programmes such as MRes, M.Phil/Ph.D. Additionally the skills, knowledge and values that the students will gain, when successful, during the programme will enable them to be in a positive position if they wish to apply for further study in fields such as civil service, education, social work and health careers.

14. Employability and Career Progression Opportunities

Built into each module to provide skills and increase both confidence and resilience in our students, enabling them to thrive on the job market and in career development. As the degree provides students with a range of skills that are attractive to a wide variety of agencies (private, governmental and NGOs), our students are extremely employable. They learn to think independently, critically evaluate and analyse, solve complex problems, be creative and take initiative, and apply reasoned judgement to address real world issues in an effective way. With these diverse set of skills, students may find employment in police, prison, probation or court service, and there are also a variety of exciting opportunities including: youth worker/youth offending team, community development worker, civil service, research analyst, Academia, outside public service in governmental and non-governmental organisations (domestic and international), research-based posts with both public and private sector organisations, or even as small business owners or start-ups that feed into the growing private provision within criminal justice work. Students are encouraged to get involved in campus activities and seek external volunteer opportunities in the community to aid in increasing their job prospects.

The following skills are embedded in the programme, allowing the students to develop a strong employability skillset as they progress:

- **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

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 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 students through on going 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, final year students will be invited to participate in the National Student Survey (NSS).

17. Other Stakeholder Feedback

Students in the course were polled to ensure that new modules and changes to the curriculum were in line with their expectations and expected learning outcomes. A PAG composed of external relevant agencies ensures that course changes are in line with current industry trends/practices and expectations.

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.

