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, 6
1.6 Programme Title:	Special Educational Needs and Disability Studies
1.7 Mode and Duration of Study:	Full Time – 3 years Part Time – 6 years
1.8 School:	School of Education
1.9 HECoS Code:	100625
1.10 Collaborative Provision Arrangement:	N/A
1.11 UCAS Code(s):	X360
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):	Education Studies (2019), Psychology (2019), Sociology (2019)
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:	PRED02
1.18 Foundation Degree Progression Routes:	N/A
1.19 Arrangements for Distance Learning:	N/A
1.20 Original Date of Production:	December 2020
1.21 Date of Commencement:	September 2021
1.22 Review Date:	By August 2027

2. Programme Outline

Historically disability has been viewed as a problem with the individual and the responsibility has been imposed upon the disabled individual to 'fit in' to society and its daily occurrences. Furthermore, there has been a focus on 'fixing' disabled people as if they were in some way

broken. However, disability is a feature of humanity which will forever exist. It has been considered that it is a far better idea to embrace disabled people as being a key part of society, and for all of society to work together to strive towards meeting the demands of everyday life. In short, current beliefs regarding disability are that:

'…disability is considered the disadvantage or restriction of activity caused by a social organization that does not take into account people who have impairments and excludes them from community life.' (Haegle and Hodge 206: 197).

This programme seeks to support student's understanding of special educational needs and disability (SEND) in a way that locates the responsibility of ensuring disabled people are active participants in communities firmly at the door of 'social organization(s)' rather than at the door of disabled people themselves. This progressive way of viewing the lives of disabled can ensure that the Doctors, Nurse, Lawyers, Teachers and so on of the future could easily be disabled people. In other words, this programme promotes viewing SEND as a cultural, political and social issue rather than simply a medical one.

This programme is an important and necessary addition to the undergraduate suite of Education programmes at Plymouth Marjon University. The programme is interdisciplinary in nature and meets the needs of those who wish to work with children and young people with Special Educational Needs, disabled children, disabled adults, carers of disabled people and family members of disabled people amongst others. In combining the developing subject of Disability Studies with that of Special Educational Needs, program is highly innovative and will equip students of the future with many important skills. These skills can lead onto postgraduate study, or equally can provide a fantastic platform for those that wish to enter employment.

Admission criteria for postgraduate degrees vary. Therefore, students wishing to progress to postgraduate study should note that completion of this programme does not guarantee entry onto a postgraduate degree.

2.1 Integrating Sustainability into the Curriculum

In integrating sustainability into the curriculum, the programme team take the United Nations Brutland Report (1987) as our point of departure. This definition suggests that sustainable development is 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs'. The proposed programme embraces this definition and seeks to integrate sustainability throughout the programme.

 Acceptance of the need to create a sustainable curriculum is particularly evident in the module SEDD51 (International and Comparative Aspects of SEND), the learning and teaching seeks to equip students with the knowledge, understanding, skills and attributes that safeguards environmental, social and economic well-being for both future and present generations. This focus is continued in the assessment, which entails the composition of a comparative case study which highlights provision in different areas of the globe.

Sustainability is recognised as a key concept to integrate into the programme and therefore an awareness of sustainability is integrated into all of the modules throughout the programme.

3. Distinctive Features

The BA (Hons) Special Educational Needs and Disability Studies programme provides students with a sophisticated knowledge of Special Educational Needs and Disability that can be applied to a multitude of professional practice areas. Students can apply their knowledge to both strategic and face-to-face professional practice roles in many different areas including: formal and informal education; health and social care; housing; social policy: and a vast array of voluntary organisations both nationally and internationally.

The way the programme focuses on working with disabled people enables a recognition of conceptualising disability as an educational, social, cultural and political issue rather than simply a medical one. When disability is (re)conceptualised in this manner, it is sensible to focus on the lives of the families of those the disability and carers rather than simply people with Special Educational Needs or disabled people per se.

A key theme which runs throughout the programme is the encouragement of a recognition that disabled people are people that we work with rather than work on.

In further explanation of this collaborative way of working with people with special educational needs/disabled people, in modules PREC03 (Engaging with Practice) and PRED02 (Experiential placement) at levels four and five respectively, students are supported to both engage with and reflect on a specific area of interest in professional practice.

4. Programme Aims

1. Develop an understanding and knowledge of key concepts and theoretical approaches within the area of special educational needs and disability studies.

2. Develop an awareness of social context and of the nature of social processes underpinning social and transformative change within the field of Special Educational Needs/ working with disabled peole.

3. Develop an understanding of the value of comparative and international analysis in special educational needs and disability studies.

4. Enable students to present multiple perspectives of special educational needs and Disability studies in ways that foster critical evaluation and the role and application of research methodology

5. To enable in-depth knowledge and understanding of special educational needs and disability studies which is informed by current research, including a critical awareness of current issues and developments in a particular area of specialism

6. To actively engage with opportunities to acquire experience in private, public and/or voluntary sector organisations which are linked with special educational needs and/or provision for disabled people

7. Development of digital literacy and a range of transferable skills to facilitate personal and professional development

5. Programme Learning Outcomes

Knowledge & understanding:

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

1. A sophisticated understanding of the diversity of learners and the complexities of both formal and informal education within the context of SEN and disability and the nature of intersectionality i.e. gender, ethnicity, age and sexuality.
2. A critical understanding of key concepts and theoretical perspectives in relation to policy frameworks surrounding special educational needs and disability studies.
3. A critical understanding of contemporary knowledge and practices in disability studies and apply these across a range of topics.
4. A critical appreciation of the role of the professional in working with children and Young People with special educational needs and disabled children, young people, adults and their families and carers.

Intellectual skills:

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

5. An ability to critically synthesise and apply their learning from the programme and critically appraise various approaches to working with those with Special Educational Needs/ Disabled people.
6. An ability to apply critical, reflective, creative and analytical thinking in the application of their knowledge.
7. An ability to adapt and apply multiple perspectives when understanding special educational needs and disability.
8. The ability to critically utilise both qualitative and quantitative forms of data and engage in research which demonstrates ethical responsibility.
9. The skills necessary to critically analyse social and educational policies by using a range of analytical tools from a range of disciplines.

Practical skills:

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

10. An ability to reflect on their own values, development and practices in a critical, reflexive way and acknowledge the way this impacts on their interactions with people.
11. The ability to use appropriate methodologies/methods to study and evaluate theories of special educational needs and disability studies.
12. A critical knowledge of safeguarding including how to actively promote the welfare of children and young people with special educational needs and disabled children, young people and adults.
13. A comprehensive understanding of inclusive practice with the ability to contribute to the development of formal and informal education for children and young people with special educational needs and disabled children, young people and adults.

Transferable / key skills:

By the end of this programme students should be able to demonstrate:
14. An ability to confidently communicate ideas to a range of audiences in different modalities.
15. Confidence in challenging received opinion through professional debate and discussion.
16. An ability to work autonomously and demonstrate self-motivation and time management.
17. The ability to organise and communicate information, using established criteria evidencing appropriate proficiency in English language, to audiences in familiar contexts

both verbally and in writing (level 4).

18. The ability to organise and communicate information, using a range of relevant criteria evidencing appropriate proficiency in English language, to a variety of audiences in unfamiliar contexts of increasing complexity (level 5).

19. The ability to organise and communicate specialist and inter-related information evidencing appropriate proficiency in English language, using selected criteria, to audiences in complex contexts. (level 6).

6. Learning and Teaching Methods

The Special Educational Needs and Disability Studies programme utilises a number of learning and teaching processes to enable students to achieve the learning outcomes. These processes include:

Method	Description
Blended learning	An approach which facilitates off-campus learning through digital scholarship, normally supported by a VLE and other electronic resources, utilising software such as Panopto.
Debates	Formal discussion on a particular matter in which opposing arguments are put forward. These may be prepared, with pre-sessional material given to students, or may be part of the learning activity in a taught session.
Discussions	A small group, ranging typically from 3 to 8 people, who work together to discuss opinions and gauge responses to specific stimuli, or in relation to tasks given by the teaching team.
E Learning	The use of electronic media i.e. via the virtual learning environment in order to support learning. For example, access to readings, PowerPoint Slides and also as a way of communication.
Field trips	Students engage in fieldwork activities/trips with the aim of inspiring a deep approach to learning and provide formative experiences.
Flipped classroom	Flipped learning is an instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom. In a flipped classroom, students watch online lectures, collaborate in online discussions, or carry out research at home while engaging in concepts in the classroom with the guidance of a mentor.
Group Presentations	To take place individually or in small groups after a period of research.
Group work/meetings	Meetings held with small or large groups of students which involve sharing or disseminating information and making plans.
Independent study	Students to conduct their own research/activities including the use of internet material and video clips posted on the VLE.
Lecture	Topics are both introduced and discussed at a specific time around a specific topic.

Placement-based learning	Learning achieved by undertaking activities in an educational context, typically a school, in which students engage in learning and observing a variety of techniques, strategies and approaches used by practitioners.
Practical experience	Independent learning opportunities relating to putting theory and research into practice. This may be practical experience through placement activity, in which students gain a range of practical experiences in relevant contexts.
Practicals	Structured and supported learning opportunities relating to putting theory and research into practice. Practical activities may include either individual or collaborative arrangements, and may typically involve engaging with children at partner schools in planned workshops or other activities that mutually support learning.
Seminar	In small groups learners extend upon and develop understanding of areas, which have already been introduced. This may involve discussions around readings or video clips
Supervisions	This is a specialised form of tutorial for final year students as they embark on their research projects. Supervision can involve extensive discussions, submission of draft work and review of the research process.
Supported Independent Study	Students work independently drawing upon resources provided by the teaching staff such as reading lists and virtual learning environment materials. A virtual forum on the virtual learning environment, accessible to all students and the tutors, will be used to stimulate discussion and debate outside of scheduled teaching time.
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.
Workshop	Learning which is normally delivered via a practical activity.

6.1 Learning Enhancement

Students will be encouraged to critically reflect on their own skills, knowledge and behaviours, in both formative and summative assessments, as well as contribute to the critical reflections and development of their peers, in both formative and summative assessments. The programme contains work-based learning placements and students will be encouraged to participate in other activities, such as voluntary work, fieldwork activities/trips and other extra-curricular activities, to enhance their learning and development. Where students are unable to participate, alternative provisions will be made.

6.2 e-Learning

E learning is a central component of the special educational needs and disability studies programme. The relationship with e learning will differ depending on the pedagogy of the module. However, at the very least each module will provide information and links to literature and other resources on the University's virtual learning environment (VLE). Most of the modules 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 knowledge and understanding.

7. Modes of Assessment

All assessments are in-line with the University's assessment regulations.

The modes of assessment are broad to align with the inclusive nature of the programme and emphasise the values of the institution. The students will have the opportunity to communicate their knowledge, skills and values through a combination of the following:

Method	Description
Artefact	An object made by the student to represent their learning in the module.
Case Study	A close examination of a particular issue.
Case study report	A detailed exploration of particular concepts which are used to compare provision.
Coursework	A written or practical response to a brief defined by the module tutor.
Group debate	Taking an active part in debating an issue. This will require significant preparation of material, synthesising this to develop a structured argument or thesis. Debates may be structured collaboratively by a group of students so that different perspectives and angles are described, or may involve students preparing material independently for a personal contribution to the debate.
Education Project	An in-depth independent study of 9,500 words. This study may be the result of carrying out a primary research project. The project may be executed in a number of different ways, according to the nature of the research and the intention of the student. For those students not wishing to undertake primary research in an educational context, desk-based study is a suitable alternative.
Essay	Extended writing assignment in response to a question set by the module lead, or in negotiation between student and lecturer.
Online discussion board	Students are assessed on the basis of their contributions to an online discussion with their peers and the tutor. This will be typically hosted on a virtual learning environment (VLE).
Podcast	A digital audio file encompassing a detailed examination of an issue. This will be examined asynchronously.
Portfolio	Collection of short tasks, either in written format or a series of online tasks, such as blogs and discussion board communication.
Poster	The production of a poster related to a particular issue/area of research, providing a description, summary and critical evaluation.
Presentation	A talk or discursive interview on a specified topic could be individual or group.

Reflective journal	A reflective journal is an account given (reflection), an opinion formally expressed (evaluation) or a collation of information presented (synthesis) as a result of a practical activity, an investigation, some research or similar study.
Research portfolio	A collection of information (typically including a rationale, notes on methodology, annotated articles, short written pieces, planning documents, reference lists) that supports students in defining a research topic, locating their own paradigmatic position and supporting preparation of their research proposal.
Research proposal	A detailed description of an intended research process
Structured assignment	A tutor specified format usually related to an extended piece of research and/or own reflective practice. Typically, structured assignments involve a number of different tasks to be completed.

8. Exemptions to University Regulations

N/A

9. Work-Based Learning/Placement Learning

The knowledge, skills and values the students will develop through participation and success in the special educational needs and disability studies programme will enable them to be confident and competent to enter a whole range of careers working with disabled people, their families, carers, and advocates.

Many of the modules encourage students to apply their knowledge and understanding to the workplace and working with people. Alongside this, placement learning will be available to the students, the placement modules at levels 4 and 5 and expectation to participate in the wider University employability scheme, through voluntary participation in schemes, and opportunities which match their course aims and objectives.

10. Programme Structure

Full Time

Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
PREC01	Educational Themes and Concepts (Immersive module)	20	100% Coursework	Semester A	Compulsory	Condonable
SEDC51	Introduction to Disability Studies	20	100% Coursework	Semester A	Compulsory	Condonable

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
PREC02	Creative and Inclusive Practice	20	100% Coursework	Semester A	Compulsory	Condonable
SEDC52	Special Education: Contexts and Concepts	20	100% Coursework	Semester B	Compulsory	Condonable
PYCC56	Health and Wellbeing	20	100% Coursework	Semester B	Compulsory	Condonable
PREC03	Engaging with Practice	20	100% Coursework	Semester B	Compulsory	Condonable

Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
SEDD54	Disability and Social Theory	20	100% Coursework	Semester A	Compulsory	Condonable
SEDD52	Interprofessional Practice: Safeguarding	20	100% Coursework	Semester A	Compulsory	Condonable
SEDD51	Comparative and International Perspectives of Special Educational Needs and Disability	20	100% Coursework	Semester B	Compulsory	Condonable
SEDD53	Developing inclusive education via the framework of Intersectionality.	20	100% Coursework	Semester B	Compulsory	Condonable
PRED01	Educational Research	20	100% Coursework	Semester X	Compulsory	Condonable
PRED02	Experiential Placement		100% Coursework	Semester X	Compulsory	Condonable

Level 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
SEDH52	Critical Issues in Disability and Care	20	100% Coursework	Semester A	Compulsory	Condonable
SEDH53	Rethinking Education through Critical Pedagogy	20	100% Coursework	Semester A	Compulsory	Condonable

Module Code	Module Title	Credits	Assessment	Semester/Term	Compulsory/Optional	Condonable/Non-Condonable
PYCH56	Mental health and Young People	20	100% Coursework	Semester B	Compulsory	Condonable
SEDH51	Professional Practice: The Role of Practitioners	20	100% Coursework	Semester B	Compulsory	Condonable
PREHP1	Education Project	40	100% Coursework	Semester X	Compulsory	Non-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
PREC01	Educational Themes and Concepts (Immersive module)	20	100% Coursework	Semester A	Compulsory	Condonable
SEDC51	Introduction to Disability Studies	20	100% Coursework	Semester A	Compulsory	Condonable
PREC03	Engaging with Practice	20	100% Coursework	Semester B	Compulsory	Condonable

Level 4 – Year 2

Module Code	Module Title	Credits	Assessment	Semester/Term	Compulsory/Optional	Condonable/Non-Condonable
PREC02	Creative and Inclusive Practice	20	100% Coursework	Semester A	Compulsory	Condonable
SEDC52	Special Education: Contexts and Concepts	20	100% Coursework	Semester B	Compulsory	Condonable
PYCC56	Health and Wellbeing	20	100% Coursework	Semester B	Compulsory	Condonable

Level 5 – Year 3

Module Code	Module Title	Credits	Assessment	Semester/Term	Compulsory/Optional	Condonable/Non-Condonable
SEDD54	Disability and Social Theory	20	100% Coursework	Semester A	Compulsory	Condonable
SEDD51	Comparative and International	20	100% Coursework	Semester B	Compulsory	Condonable

Module Code	Module Title	Credits	Assessment	Semester/Term	Compulsory/Optional	Condonable/Non-Condonable
	Perspectives of Special Educational Needs and Disability					
PRED01	Educational Research	20	100% Coursework	Semester X	Compulsory	Condonable

Level 5 – Year 4

Module Code	Module Title	Credits	Assessment	Semester/Term	Compulsory/Optional	Condonable/Non-Condonable
SEDD52	Interprofessional Practice: Safeguarding	20	100% Coursework	Semester A	Compulsory	Condonable
SEDD53	Developing inclusive education via the framework of Intersectionality.	20	100% Coursework	Semester B	Compulsory	Condonable
PRED02	Experiential Placement	20	100% Coursework	Semester X	Compulsory	Condonable

Level 6 – Year 5

Module Code	Module Title	Credits	Assessment	Semester/Term	Compulsory/Optional	Condonable/Non-Condonable
SEDH52	Critical Issues in Disability and Care	20	100% Coursework	Semester A	Compulsory	Condonable
SEDH53	Rethinking Education through Critical Pedagogy	20	100% Coursework	Semester A	Compulsory	Condonable
PYCH56	Mental health and Young People	20	100% Coursework	Semester B	Compulsory	Condonable

Level 6 – Year 6

Module Code	Module Title	Credits	Assessment	Semester/Term	Compulsory/Optional	Condonable/Non-Condonable
SEDH51	Professional practice: The role of practitioners	20	100% Coursework	Semester B	Compulsory	Condonable
PREHP1	Education Project	40	100% Coursework	Semester X	Compulsory	Non-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
PREC01	Educational Themes and Concepts (immersive)	2, 4
SEDC51	Introduction to Disability Studies	1, 2
PREC02	Creative and Inclusive Practice	2, 4
SEDC52	Special Education: Contexts and Concepts	1, 2
PYCC56	Health and Wellbeing	1, 3
PREC03	Engaging with Practice	1, 4

Threads Level 5

Module Code	Module Title	Thread
SEDD54	Disability and Social Theory	1, 2
SEDD52	Inter-professional Practice: Safeguarding	1, 4
SEDD51	Comparative and international perspectives of special educational needs and disability	1, 2
SEDD53	Developing inclusive education via the framework of Intersectionality.	1, 2
PRED01	Educational research	2, 5
PRED02	Experiential Placement	1, 4

Threads Level 6

Module Code	Module Title	Thread
SEDH52	Critical issues in Disability and Care	1, 2
SEDH53	Rethinking Education through Critical Pedagogy	1, 2
PYCH56	Mental health and Young People	3, 4
SEDH51	Professional Practice: The Role of Practitioners	1, 2, 4
PREHP1	Education project	1, 2 ,4 5

1 - Disability Studies
2 - Educational Issues
3 - Medicalised perceptions of Disability and Impairment
4 - Employment situations
5 - Research skills

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

N/A

12. Professional Advisory Group

The programme has strong links with external stakeholders and those that are engaged in service provision for disabled people in the local community. These external stakeholders form a professional advisory group (PAG). Members of this group include: local education providers; members of the local Special Educational Needs and Disability team; stakeholders from various voluntary organisations who work with disabled people in the local community such as Improving Lives Plymouth (https://www.improvinglivesplymouth.org.uk/). As well as providing excellent placement opportunities for students, the PAG also ensures that the programme runs alongside current policy developments and helps to keep the programme constantly developing. In addition to this, the relationships that are maintained with members of the PAG provide an excellent opportunity for graduate employment upon graduation from the programme.

The development of employer partnerships through PAG and consultation work with a range of local stakeholders supports the programme through a range of practitioner-led workshops at all levels of study.
The programme seeks to recognise the needs of the local community and consequently aims to fulfil these needs as far as possible through placements (in both level 4 and level 5). The involvement of the PAG in curriculum development enables the programme team to ensure that the course continues to address important issues that are relevant within the contemporary workplace.

In addition, the PAG plays a significant role in supporting the delivery and development of both the work experience modules (level 4 and 5). These modules help the students refine their employability skills with questions such as: how do I approach potential employers? being addressed.

13. Academic Progression Opportunities

The programme places students in an excellent position to apply for post-graduate training across a range of professions and post graduate research awards. The University has a well-established progression route onto postgraduate and Masters programmes. These include the PGCE (Post Graduate Certificate of Education) and other post graduate access to teaching programmes. Also, of particular note, is the newly formed Disability pathway of the MA education, which enable students to progress to Masters level learning and beyond. 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 education, social work, youth and community work and health and social care careers.

Clear links are made between the programme and post-graduate opportunities at the University. The programme has been developed cording to student feedback. For example, the programme now sits more firmly within the Institute of Education. The previous iteration of the programme shared more modules with the BSc (Hons) Psychology programme at the institution. This perspective has been retained, but it is a lot less prevalent. Student feedback will continually be gathered and this will be reflected in ongoing changes to the programme.

14. Employability and Career Progression Opportunities

The programme has embedded graduate skills throughout the programme. As a result of this students will acquire important employability and career progression skills, which will be important as they seek to gain employability and engage with career progression opportunities.

Employability skills are particularly prevalent in the work-based learning modules (PREC03 and PRED02). Fundamental skills, such as how to approach a potential employer, form a key aspect of the assessment tasks in PRED02. The professional advisory group (PAG) meetings are important in ensuring the relevance of the programme to key stakeholders who will potentially provide employment to graduates of the programme. Indeed, maintaining the relevance of employability skills is one of the key functions of the PAG.

Some of the key skills that are embedded throughout the programme in both learning and teaching and assessment are as follows:

- **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 play an increasingly important role in the lives of future graduates. In recognising the value of embedding digital skills into the programme, the following are digital skills which students will acquire during the programme:

- **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. VLE, 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).

Therefore, the programme prepares students for a multitude of employment and further education opportunities beyond the programme. Some examples of the employment of graduates of the programme include: working in the management role for a voluntary sector organisation, higher level teaching assistant (HLTA), working in local government. In addition to this, many graduates progressed to Masters level study. Some examples of courses that graduates have undertaken are: Post graduate Certificate in Education (PGCE), other routes into teaching (Including school direct, apprenticeships etc.), MA Education, MA Social Work, MSC Occupational Therapy.

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

Feedback both from students and other relevant stakeholders is considered of paramount importance to the ongoing development of the programme. Potential employers provide vital feedback during professional advisory group (PAG) meetings, which always include an overview of current provision within the programme. Graduates are also encouraged to feedback on their experience of the programme and this feedback is used to inform ongoing programme development. Collaboration with the Marjon Futures team is crucial to this as much of their work entails detailed engagement with recent graduates.

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.