

**BA PHYSICAL EDUCATION, SPORT**

**AND YOUTH DEVELOPMENT**

## PART 1 – PROGRAMME SPECIFICATION

### Awarding institution

St Mary’s University, Twickenham

### Partner institution and location of teaching (if applicable)

N/A

### Type of collaborative arrangement (if applicable)

N/A

### Name and level of final award title(s) including sub-awards

Physical Education, Sport and Youth Development BA (Hons)

### Interim/Exit award(s) with award titles (if specific titles have been designated)

Certificate of Higher Education (CertHE)

Diploma of Higher Education (DipHE)

Ordinary degree

### Institute with responsibility for the programme

Faculty of Sport, Allied Health and Performance Sciences

### Language of study and assessment

English

### Joint Honours combinations

 The degree programme can be combined with: Sport and Exercise Science (C600)

### UCAS code

CX6H

###  JACS and HeCos codes

C600

### Professional, Statutory or Regulatory Body (PSRB) accreditation / recognition

N/A

###  QAA subject benchmarks or other relevant external reference points

Academic Standards are maintained on the programme in line with the QAA Quality Code 2016 and the QAA Subject Benchmark Statement for Hospitality, Leisure, Sport and Tourism. As an example, the learning outcomes and assessment for the level 4 module Holistic Development learning outcomes and assessment were mapped against the Sport programmes benchmark of 6.17 and 6.18. The knowledge and skills of a typical graduate from this programme take into account those laid out in the QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008).

###  Normal completion time and maximum duration of study

Normal completion time:

Full-time study – Three years

Part-time study – Six years

Maximum duration of study – 8 years

###  Mode of study and normal start month

Full-time

###  Mode of delivery

Face to face and Blended learning

###  Date approved and name of authorised body

 Faculty Academic Development Committee, March 2021

###  Valid cohorts, commencing study in (month/year)

From September 2023

###  Additional Programme Costs

<https://www.stmarys.ac.uk/additional-costs>

## PART 2 – CURRICULUM SPECIFIC DETAILS

###  Summary of the programme

This revalidation was an excellent opportunity for the University to sustain the well-founded reputation and long tradition of Physical Education studies at St Mary’s. This revalidated degree programme will ensure the continued provision of a specialised discipline leading to teaching, sports coaching and pedagogy careers.

The Physical Education, Sports and Youth Development programme has successfully recruited beyond expected numbers since its inception as the PE in the Community degree in 2004. In 2011 we experienced an almost doubling of intake at Level 4, moving from 104 [single & joint] to 191 eligible for registration. In 2012 this number was closely matched with 185 students eligible for registration. More recently, the sector wide recruitment challenges (such as increase with tuition fees, decrease in number of 18-year olds) have put an even greater emphasis on developing a robust and innovative programme to combat these challenges and meet the changing needs of students and employment in the sector.

The continued popularity of careers related to physical education, sport education and community-based coaching has sustained the high demand for this degree course.

The proposed revalidation of the programme aims to align itself with the University’s Mission Statement by developing a distinctive degree that will enhance the lives of those students who engage on the programme and provide them with the vocational and educational opportunities to pursue a career in sports teaching and coaching. Furthermore, this programme underpins the University’s commitment to widening participation through recruitment of students who otherwise may not consider continuing their studies in higher education.

The University’s Academic Strategy and Vision 2025 highlight the aims and strategic direction of the institution, including being a distinctive Catholic University. The proposed revalidation will provide the University with an opportunity to develop a highly distinctive degree programme by providing students with excellent teaching and learning and future career prospects and enhancing the University’s research, enterprise and development.

The vocational nature of the degree will help contribute towards the University’s employment strategy. In particular the work placement modules with our various partner schools, clubs and organisations will help meet the strategic objectives 2(c) “To provide a curriculum that is relevant within the Higher Education context and is in demand by potential students and employers” and 2(g) “To support students embarking on their careers by enhancing their employability, by providing excellent career advice and by ensuring St Mary’s profile and reputation is strong in the business community.”

###  Programme Aims

**Main educational aims of programme**

1) To develop a sound disciplinary knowledge base and understanding of the principles of physical and sport education, informed by theory, research and professional practice.

2) To develop a reflective, critical and evaluative approach to the practical application of knowledge in a range of sport and educational settings.

3) To develop the ability to initiate and sustain critical arguments and to communicate these effectively in appropriate ways for different audiences.

4) To develop a range of pedagogical skills and techniques which can be applied appropriately across different sport and educational contexts

5) To develop the knowledge and skills required to undertake further study, training or employment and the ability to assume substantial responsibility, use initiative and make good decisions in complex situations.

###  Criteria for admission

#### Programme entrance requirements

Candidates must satisfy the general admission requirements of St Mary’s University as outlined in the [Admissions Policy](https://www.stmarys.ac.uk/policies/admissions-policy.aspx).

Standard offers will normally be made at 112 UCAS points. Of these 112 UCAS points at least 80 points should include be at least 2 ‘B’ grades at A’ Level (or equivalent). If students wish to go on to train as a teacher, they will also require GCSE Grade C (4\*) - or equivalent - or above in English, Mathematics and Science.

Applicants must ensure that they have a St. Mary’s Disclosure and Barring Service (DBS) enhanced disclosure check and/or any other appropriate background check, prior to entry to the course. Students will be responsible for applying, completing and paying for this check.

Lower offers may be made in some cases, for example for mature students or where the candidate’s academic profile is offset by high sporting achievement.

The University will consider applications under its established AP(E)L scheme with the involvement of the Programme Director in the selection procedure. Credits attained from other institutions will be considered for exemption from elements of the programme by the Registrar and Programme Director. Accreditation of prior learning may be considered for those transferring from a foundation degree or Undergraduate programme. Transfers and accredited prior learning will be considered on a case by case basis.

Students whose first language is not English must have achieved an overall score of 6.0 in IELTS (International English Language Testing System) with no less than 5.5 in any section.

For more information on the level of IELTS required for international students, as well as AP(E)L process for students transferring from other institutions, please refer to the admissions documentation for the University (Appendix 1 – Available Supporting Documentation – St. Mary’s University Admissions Policy and Procedure).

\*Ofqual (2017) Your qualification Our regulation GCSE, AS and A level reforms in England

**Credit Accumulation and Transfer, and Accreditation of Prior Learning**

Students who have undertaken study or learning elsewhere may apply for exemption from a proportion of a University programme of study and be given entry with advanced standing (e.g. at a point beyond the beginning of FHEQ Level 4) and exemption from parts of their programme. The learning which may merit advanced standing is as follows:

• Relevant credits, i.e. credits at an appropriate level and in an appropriate subject, earned in another institution or in other institutions;

• Relevant certificated prior learning.

The relevance, status and currency of the prior learning will be considered by the Head of Registry on the advice of the Programme Director. The University will accept applications for accreditation of prior experiential or uncertificated learning for entry to Masters or other professional programmes as determined by the Programme Director on the advice of the Head of Registry. The University will accept applications for the accreditation of prior uncertificated learning for particular modules as outlined in the regulations for programmes of study.

###  Scheduled learning time

(The number of guided learning hours (GLH) is 10 hours per 1 credit) - [QAA Student Contact Hours](https://www.qaa.ac.uk/docs/qaa/quality-code/contact-hours-student.pdf?sfvrsn=5046f981_8).

|  |  |  |
| --- | --- | --- |
| Type of learning time | Number of hours | Expressed as % |
| Contact time | 695 | 18.3% |
| Placement/work-based learning hours | 126 | 3.3% |
| Guided learning hours | 892 | 23.4% |
| Independent study time | 2087 | 55% |
| TOTAL | 3800 | 100% |

###  Programme learning outcomes

**Level 4**

By the end of Level 4, student should be able to:

1) Demonstrate knowledge of the theoretical principles and concepts associated with physical and sports education pedagogy

2) Apply theoretical concepts and principles to practice based approaches to sports education

3) Make sound reflective judgements on the appropriateness of different approaches to teaching and coaching activities

4) Interpret and evaluate different sources of information and use these to develop coherent lines of argument

5) Use a variety of methods to communicate information, ideas and findings

**Level 5**

By the end of Level 5, students should be able to:

1) Demonstrate good knowledge and systematic understanding of the key theoretical principles and concepts underpinning sports education pedagogy and the ways in which these have developed

2) Apply recognised teaching and coaching frameworks to a range of sport and educational settings

3) Evaluate the appropriateness of different approaches to teaching and coaching activities in a range of sport and educational contexts, using theoretical knowledge and practical experience

4) Interpret, evaluate and synthesise different sources of information and use these to develop and apply coherent lines of argument

5) Use a variety of methods to communicate complex information, ideas, problems and solutions in appropriate ways for different audiences

6) Demonstrate the skills and competencies required to assume responsibility for delivering teaching and coaching programmes in an employment context

**Level 6**

By the end of Level 6, students should be able to:

1) Demonstrate thorough knowledge and critical understanding of the key theoretical principles and concepts underpinning sports education pedagogy including those at the forefront of the discipline

2) Competently and appropriately apply a range of teaching and coaching frameworks to a variety of different sport and educational settings

3) Critically evaluate the appropriateness of different approaches to teaching and coaching activities in a range of sport and educational contexts using sound theoretical knowledge and significant practical experience

4) Interpret, synthesise and evaluate different sources of information and use these to sustain complex lines of argument, including acknowledgement of the impact of limits of knowledge

5) Use a variety of methods to effectively communicate complex information, arguments and analysis in appropriate ways for specialist and non-specialist audiences

6) Demonstrate the skills and competencies required to take the initiative, make sound judgements and assume responsibility for delivering teaching and coaching programmes in a complex employment context.

###  Programme structure and module requirements

The programme will be taught within the University’s modular structure. In order to qualify for the degree of Bachelor of Arts, students will be required to accumulate 360 credits; 120 credits at Level 4, 120 credits at Level 5 and 120 credits at Level 6. All modules at level 4 and 5 are 20 credits. With the exception of the Level 6 Research Project (PSE 6041), all modules are 20 credits which represents 200 hours of student work, of which as much as a third may be contact time (see individual Module Outlines for the exact breakdown of hours of student work). The proportion of contact time varies according to the nature of the subject and teaching strategy selected as appropriate for the individual module. The Research Project at Level 6 is 40 credits, represents 400 hours of student work.

A regular part-time student must register for between 40 to 80 credits per academic year. No regular part-time student may take more than 80 credits worth of modules in any one academic year, excluding any modules that are resits, unless this is permitted under the Subject Requirements and/or with the approval of the Head of Registry.

With the exception of the Research Project (PSE 6041) and the placement modules at Level 5 and 6 (PSE 5040 / PSE 6040), all modules are delivered [taught and assessed] within one semester. This programme conforms to the [University Academic Regulations](http://www.stmarys.ac.uk/academic-regulations).

The following programme specific regulations apply:

- Single honours students must have passed 17 modules in order to be awarded the degree with honours. Combined honours students may need to pass 18 modules subject to the presence of a research project module.

 Level 4 is a qualifying programme which must be passed but which does not contribute to the degree classification. There is a foundation set of six core modules for single honours students.

**FHEQ Level 4 Modules**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Module code | Module Title | No. of credits | Sem of delivery | Module status  |
| PSE4019 | Holistic Development of the Young People | 20 | 1 | Core – Single/ Combined |
| PSE4009 | Learning in Context | 20 | 1 | Core – Single/ Combined |
| PSE4010 | Introduction to Teaching and Coaching Games | 20 | 2 | Core - Single |
| PSE4011 | Introduction to Creativity and Individual Activities | 20 | 2 | Core - Single |
| PSE4017 | Introduction to Equality and Diversity in PE and Sport | 20 | 1 | Core – Single |
| PSE4020 | Health and Well-being | 20 | 2 | Core – Single/ Combined |

Levels 5 and 6 – a total of 200 credits for each candidate at FHEQ Levels 5 and FHEQ Level 6 only will be considered towards the degree classification.

The method of calculation is outlined in the University Academic Regulations.

**FHEQ Level 5 Modules**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Module code | Module Title | No. of credits | Sem of delivery | Module status  |
| PSE5040 | Professional Practice 1 | 20 | 2 | Core – Single/ Combined |
| PSE5041 | Teaching and Learning 1 | 20 | 2 |  Core |
| PSE5042 | Teaching and Coaching Games | 20 | 1 | Option |
| PSE5043 | Developing creativity within Individual Activities | 20 | 1 | Option |
| PSE5044 | Contemporary Issues in PE and Sport | 20 | 1 | Option |
| PSE5045 | Adapted Physical Activity, PE and Sport 1 | 20 | 1 | Option |
| PSE5046 | Research Proposal | 20 | 2 | Core - Single/ Major/ Equalling if not taking equivalent in second subject |

**FHEQ Level 6 Modules**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Module code | Module Title | No. of credits | Sem of delivery | Module status  |
| PSE6040 | Professional Practice 2 | 20 | 1 | Core – Single/ Combined |
| PSE6042 | Teaching and Learning in Secondary Physical Education | 20 | 1 | Option |
| PSE6043 | Advanced Teaching and Coaching Pedagogy | 20 | 2 | Option |
| PSE6044 | Coach Education, Development and Mentoring | 20 | 2 | Option |
| PSE6045 | Advanced Contemporary Issues in PE and Sport | 20 | 1 | Option |
| PSE6046 | Adapted Physical Activity, PE and Sport 2 | 20 | 1 | Option |
| PSE6047 | Teaching and Learning in Primary Physical Education | 20 | 2 | Option |
| PSE6041 | Research Project | 40 | 1 & 2 | Core - Single/ Major/ Equalling if not taking equivalent in second subject |

**Requirements for BA/BSc Joint Honours Programmes of Study**

Joint, Major and Minor Honours degrees may only be achieved by meeting the specific subject credit requirements across all levels, including any core requirements listed in the programme specification the student is enrolled on.

To be eligible for the award of a joint, major, minor honours degree, a student must have obtained the following minimum and maximum number of credits in each area of study (i.e. Subject/ Programme A and Subject/Programme B) and for each level of study (i.e. Level 4, 5 and 6).

**Joint Honours/Equal combination** – BA Physical Education and Sport and Youth Development (Subject A) and /BSc degree in Sport and Exercise Science (Subject B) ('equalling')

Level 4: A minimum of 40 credits in both Subject A and Subject B

Level 5: 60 credits in both Subject A and Subject B

Level 6: 60 credits in both Subject A and Subject B

**Joint Honours/ Major combination**- BA Physical Education and Sport and Youth Development (Subject A) with BSc degree in Sport and Exercise Science (Subject B) ('majoring')

Level 4: A minimum of 40 credits in both Subject A and Subject B

Level 5: A minimum of 80 credits in Subject A + a minimum of 40 credits in Subject B

Level 6: A minimum of 80 credits in Subject A\* + a minimum of 40 credits in Subject B

\*To include Dissertation or Independent Study module

**Joint Honours/ Minor combination** - BSc degree in Sport and Exercise Science (Subject B) with BA Physical Education and Sport and Youth Development (Subject A) ('minoring')

Level 4: A minimum of 40 credits in both Subject A and Subject B

Level 5: A minimum of 40 credits in Subject A + a minimum of 80 credits in Subject B

Level 6: A minimum of 40 credits in Subject A\* + a minimum of 80 credits in Subject B\*

\*To include Dissertation or Independent Study module

###  Work placements or study abroad

Compulsory work placements will be included in the core placement modules in levels five and six, these will both be a 50-hour placement. At level 5 the student will be sent to a venue arranged by the programme team. This placement will be performed under the strict supervision of a placement mentor who will be in constant communication with the student’s programme placement tutor, the mentor will also provide a placement report at the end of the 50 hours. At level six there will be a more independent feel to the placement. Students will be expected to arrange their own placement, contacting the venue themselves and arranging an interview process to set up the placement.

###  Links to industry and employability

The Careers Service will deliver bespoke content each semester into core curriculum modules to enhance knowledge gained in industry talks.

The vocational and applied focus of content and delivery aims to ensure that students are not only challenged academically but that they have opportunities to develop the vocational skills and understanding that facilitates their future employment prospects. The delivery team regularly review the work-based provision which enables student development and achievement, to promote employability prospects.

The PESYD degree will continue to work with our 75 partnership schools to provide work placement opportunities for all our students. All students will have the opportunity to embark on a work-based placement organised and assessed by the academic staff. This enables career education, advice and guidance to inform students about their futures. This module serves to develop a critical awareness of current practice and the social landscape of their work-based context. Students are afforded the opportunity to develop professional skills and techniques to inform their future career planning and facilitate appropriate interaction with employers. Students complete a Personal Development Plan which allows for appropriate, well informed guidance as well as impartial advice as to what may constitute a useful placement setting. The module will help students prepare for working environments with the development of awareness and understanding and specific vocational and work-related skills. Students will demonstrate the depth and breadth of the learning through their portfolio of standards; specifically developed by the programme team, to allow students to showcase their professional development and their experience of organisational, economic and professional issues.

More recently further employment opportunities have been embedded within the degree modules. Talent Development facilitates Scouting opportunities with Fulham FC Academy, whereby students are required to attend academy fixtures and formulate talent identification reports using these to frame their assessments.

Over the last 5 years we have established very strong links with local sports clubs and foundations. We have worked closely with Chelsea Football Club Foundation, Fulham FC Academy and Foundation, London Irish Rugby Club, QPR Football Club, Rosslyn Park Rugby Club, The Premier League and the FA. The organisations have supported students in numerous different ways, to include; work placement opportunities, voluntary roles, paid employment, research avenues and guest lecturers. These extra-curricular and voluntary activities provide opportunity for students to develop skills and experiences that are both valued by employers and are relevant more broadly after they have completed their programme of study.

###  Programme awards and regulations

This programme conforms to the [University Academic Regulations](https://www.stmarys.ac.uk/policies/academic-regulations.aspx).

In order to qualify for BA (Hons) / BSc (Hons) the students will be required to complete 360 credits in total, with 120 credits achieved at FHEQ level 4, 120 credits achieved at FHEQ level 5 and 120 credits achieved at FHEQ level 6 under normal circumstances.

### Equality, Diversity and Inclusion

The promotion of equality and diversity and the inclusion of students is central to the learning and teaching on this programme and all students irrespective of their background or previous experiences, will be respected and valued and will be encouraged to engage and fulfil their potential.

In accordance with QAA guidance and the University’s commitment to equality and diversity, the programme has adopted an EDI strategy which will be reflected in the curriculum content, the approaches to learning and the assessment methods. These will enable the celebration of a diversity of experience and interests and will fulfil the objective of removing barriers to learning, wherever possible. The programme is structured in such a way that all students will have the opportunity to address issues of equality, diversity and inclusion pertinent to the field of study within the curriculum and in assessments, wherever relevant.

###  Widening Access and Participation

### As part of the university’s regulatory commitment with the OfS, through our approved [Access and Participation Plan](https://www.stmarys.ac.uk/about/corporate-information/docs/access-and-participation-plan-2020-24.pdf) , we are required to address the access, success, retention, financial support and progression for all students from traditionally disadvantaged or under-represented populations. This might include (but are not limited to) students from low socio-economic backgrounds, students of particular ethnicities or genders, students with disabilities, mature students etc. This programme will address the APP targets and commitments by:

* Increasing access to this programme for a diverse range of students, including mature students, students from areas of traditionally low participation and students of different ethnicities
* Monitoring and addressing any differences in retention rates between different student groups
* Ensuring equality of awarding outcomes (grades and final degree) across different student demographic groups
* Offering opportunities for increasing the skills required for graduate employability or further study for all students, especially those from groups under-represented in post-graduate programmes or graduate level employment.

## PART 3 – TEACHING, LEARNING & ASSESSMENT

###  Programme teaching and learning strategies

 The Programme Team are committed to developing students as learners including taking responsibility for their own learning, through practices and approaches that centre around the student. This means providing an environment which nurtures the student, develops their capacity for independence and enables students to gather the skills, knowledge and understanding to shape their learning experience and develop them as a teacher or a coach in physical education and other sporting contexts.

For this to be achieved the programme team will ensure that students are provided with the following:

• Access to resources that will help them develop as a learner and a practitioner;

• Interactions with academic staff, key external partners, visiting lecturers who are experts in their field and the opportunity to collaborate with other learners;

• The opportunity to develop skills and self-awareness of their own learning process and reflective opportunities to enhance their knowledge, understanding and pedagogical practice;

• Support to develop the skills that lead to greater independence in learning;

• Reach their full potential as a teacher or coach in a range of sporting and educational contexts.

The responsibility for learning lies with the student but the programme provides an environment which supports and guides that learning. This will include classroom-based and practical teaching environments, academic staff, learning development lecturer support and support of classroom teachers (mentors) in school whilst on placement, assessment and tutorial feedback, on-campus library and IT services. Students also have the opportunity to use the Coach Logic software to enhance reflective practice. Learning is at its most effective when students learn from doing things and then evaluate and reflect on their own performance. Students are also encouraged to engage with relevant industries to enhance knowledge and understanding of the contexts within which their learnt skills will apply. Contextual understanding is key to develop students’ development and is encouraged and facilitated within and external to the programme. The programme itself contains opportunities in modules to work with young people in lectures either on campus or in schools/coaching settings.

Students with individual needs are encouraged to register with the University Student Wellbeing Service, where their needs are assessed as appropriate. Learning Support forms detailing adjustments and additional support are sent to the Programme Directors and communicated to subject staff as per student permission.

Support for students with a range of educational needs is considered at every level and in close collaboration with the University Student Wellbeing Service. Academic study skills are embedded within all modules to ensure academic progression vertically through the programme and horizontally across level-specific modules.

###  Programme assessment strategy

The programme assessment strategy aims to ensure that students’ practical skills, knowledge and understanding and pedagogical practice is assessed rigorously at all levels. The assessments included in this revalidation are designed to allow these key areas of their development to be showcased and built upon as students navigate through the levels. The programme team seek to ensure development and progression between levels and as a result, the revalidation ensures that the types of assessment at levels 5 and 6 have been encountered in levels 4 or 5 and students have had opportunity to develop the appropriate skills to demonstrate progression.

The revalidation gives more cohesion to the programme’s assessment strategy with academic, applied and vocational skills built into assessments. At each level assessments include written assignments such as essays, rationales and case studies. Thus, to ensure students have opportunity to develop and refine writing skills. Presentations and portfolios of evidence are also encountered at all levels to develop student’s presenting skills and prepare them for encountering these expectations in a teaching and coaching context. The programme also recognises the vocational skills required by many students wishing to enter teaching and coaching professions and provide opportunities for students to develop planning and delivery in assessed contexts. This particular aspect of the assessment strategy draws from the very successful academic profile of the university’s PE ITT trainees and the skills they hone through similar applied assessments in preparing for careers in teaching.

The revalidation also captures the need for students’ understanding of professional standards [skills] that are required in both teaching and coaching professions and are presented in a way in modules to allow for transferability to coaching and the sports industry. These build on the very successful work already established as part of the current validated programme.

In contrast to the current validated programme, the programme team have decided to remove the examination at level 4 due to this mode of assessment being unsuitable as an assessment mode for a programme such as this that requires students to demonstrate learning in a more practical, vocational and applied context.

All written work will continue to be assessed online and all practical assessments, including presentations and practical delivery will be assessed either ‘live’ or recorded in situ for subsequent assessment and moderation or a combination of both. The use of coding software platforms will also be utilised where appropriate in certain modules. Written work and portfolios are expected to be assessed on line as much as possible.

Feedback timelines are designated within module guidelines and in-line with the University’s Academic Regulations.

The University’s standardised criteria for marking apply across all types of assessment. Individual coursework feedback sheets provide comments according to the marking criteria as well as an overall mark. Anonymous marking is employed in all cases where written work is submitted online to minimise the influence of expectations and personal bias. All failures and a cross section representing at least 10% of the total work completed in each module are second marked and moderated in-line with the University Academic Regulations.

A representative sample of the full range of marks in selected modules is sent to external examiners for scrutiny and comment. Internal moderation of selected modules is done within the Programme Team. In-line with University Assessment Policy there is a three-week period between assignments being available for marking and returned to students. This prompt feedback assists students in intellectual development within their studies. Where this is not possible, students will be informed at the outset of a module being delivered and a timescale for feedback is provided and published accordingly and is in-line with the University Assessment Policy.

Alongside formal assessment tasks, informal formative assessments take place during scheduled contact time, including lectures and seminars. These take the form of directed tasks which students prepare as part of their independent study time or as part of a planned activity to be undertaken during scheduled contact time. These tasks are assessed by feedback from academic staff and where appropriate, the use of self and peer reflection and feedback.

Students with registered educational needs are supported by the Learning Development Lecturers and in-line with the University’s Academic Regulations. Bespoke arrangements for students both during module delivery and in preparing and undertaking assessments and professional practice modules is completed in-line with the University’s Academic Regulations and the student’s DDS assessment (if completed).

**Assessment Submission and Feedback**

All coursework is submitted electronically to the software programme ‘Turnitin’ which is used to mark the work and to detect cases of plagiarism from other sources. All module convenors provide opportunities for students to receive formative feedback, and students are encouraged to transfer their learning across modules where it is relevant.

Individual feedback on assessments is provided within three weeks of submission by means of a standard marking criteria sheet. The programme uses marking criteria sheets for all pieces of assessment which detail how marks were derived and identify areas for improvement. The marking criteria sheets are available electronically through MyModules, from the start of each semester.

The Faculty places great emphasis on the monitoring and evaluation of the effectiveness of assessment strategies and module convenors review the assessment pattern annually.

## PART 4 – UNIVERSITY SUPPORT

###  Student support and guidance

We have a dedicated Student Centre located in the heart of the University in the Student Square. Student Services are situated on the 2nd floor of the Student Centre and our aim is to assist, guide and support students throughout their period of study. Our Student Life and Guidance team includes; the Accommodation Services, Student Funding Service, Pastoral Care and Advice & Guidance. Within the Wellbeing Service, the Disability Service supports students with both physical disabilities and learning differences such as Dyslexia. In addition, we have a Mental Health Advisor and Counselling team. Our students can also access support on line via [**Togetherall**](https://togetherall.com/en-gb/) which is a great platform of peer and professional support with trained counsellors. This completely anonymous service is available 24 hours a day, 7 days a week, 365 days a year. It is a safe on-line space for students to explore their feelings and learn how to improve and self-manage their own mental health and wellbeing. Each student is also allocated a Personal Tutor within their academic programme who can assist with any academic advice and support students with any personal issues.

Students can expect Employability support throughout their programme. A dedicated careers consultant will work with the programme lecturers to provided tailored careers sessions. Students can then access one to one support through the Careers Service in person or remotely. Employability will be built through programme and student will have further opportunities to develop their employability throughout their student experience. Employability Service support this by providing job fairs and webinars for students to engage with employers as well as an online job board CareerConnect, to enable students to access part-time jobs, internships, volunteering and graduate opportunities. There are also specific programmes to enable employability skills to be developed e.g. the entrepreneurship programme Start Up St Mary’s. These services are also available to St Mary’s alumni.

The Learning Development Lecturers also offers academic guidance to students.

### Quality management arrangements

This programme aligns with the quality assurance requirements of St Mary’s University through the following processes:

* Five yearly cycle of revalidation
* Interim review for collaborative provision
* System of Moderators for collaborative provision
* Ongoing monitoring through the Programme Review process
* Programme Boards
* Consideration of marks and graduate profiles at Exam Boards
* Engagement with programme student representatives.