

St Mary's  
University  
Twickenham  
London



School of Management and Social Sciences

## **Programme Specification (Document Two)**

Master of Arts (MA)  
Postgraduate Diploma (PgDip)  
Postgraduate Certificate (PgCert)  
in  
**Charity Management**

**Programme Commencement: September 2017**

## Programme Specification – MA Charity Management

<b>PART 1 – PROGRAMME SPECIFICATION</b>		
<b>1</b>	<b>Awarding institution</b>	St Mary's University, Twickenham
<b>2</b>	<b>Partner institution and location of teaching (if applicable)</b>	N/A
<b>3</b>	<b>Type of collaborative arrangement (if applicable)</b>	N/A
<b>4</b>	<b>Award title</b>	Masters in Charity Management
<b>5</b>	<b>Final award</b>	MA in Charity Management
<b>6</b>	<b>Interim award(s) with award titles (if specific titles have been designated)</b>	Postgraduate Certificate in Charity Management Postgraduate Diploma in Charity Management
<b>7</b>	<b>School with responsibility for the programme</b>	Management & Social Sciences
<b>8</b>	<b>Language of study</b>	English
<b>9</b>	<b>Joint Honours combinations</b>	N/A
<b>10</b>	<b>UCAS code</b>	N/A
<b>11</b>	<b>JACS code</b>	N200 (50%) L400 (50%)

12	<b>Professional, Statutory or Regulatory Body (PSRB) accreditation / recognition</b>	<p>The programme is accredited by the Chartered Management Institute (CMI). Students will achieve a <b>CMI Level 7 Certificate in Strategic Management and Leadership</b>, subject to their successful completion the following three modules:</p> <ul style="list-style-type: none"> <li>• IBM7002 Responsible Management and Leadership in a Global Economy</li> <li>• IBM7006 International Strategic Management</li> <li>• IBM7004 Applied Research Skills</li> </ul> <p>The awards of Postgraduate Certificate and Postgraduate Diploma in Charity Management are <b>not</b> accredited by CMI. These awards do not require completion of the Applied Research Skills module however this module is a requirement for CMI accreditation.</p>
13	<b>QAA subject benchmark or other relevant external reference point</b>	<p>This programme is designed with reference to the following external reference documents:</p> <ul style="list-style-type: none"> <li>• QAA Subject Benchmark Statement: Masters Award in Business and Management (2015)</li> <li>• QAA Framework for Higher Education Qualifications (2015)</li> <li>• QAA Masters Degree Characteristics Statement (2015)</li> <li>• SEEC Credit Level descriptors (2016)</li> </ul>
14	<b>Normal completion time and maximum duration of study</b>	<p><b>Full-time Study</b></p> <p>The overall duration of study for a full-time Masters programme from initial registration to completion of programme requirements shall be two consecutive semesters within one calendar year.</p> <p>A full-time Masters student must register for no fewer than 120 credits in an academic year with a maximum of 180 credits overall.</p> <p>A full-time student on a Postgraduate Diploma must register for 120 credits over two consecutive semesters.</p> <p>A full-time student on a Postgraduate Certificate must register for 60 credits in one semester.</p> <p><b>Part-time Study</b></p> <p>A part-time Masters programme shall normally be followed over four consecutive semesters over a 2 years period.</p>

		<p>No part-time postgraduate student may take more than 80 credits in any one academic year or 90 credits in a calendar year, excluding any modules that are re-sits.</p> <p>A part-time programme of study leading to a Postgraduate Certificate shall be of no less than two consecutive semesters.</p> <p>A part-time programme of study leading to a Postgraduate Diploma shall be of no less than four consecutive semesters.</p> <p>Individual applications for remission of the Regulations concerning duration of study may only be approved by the appropriate University Examinations Board on the recommendation of the Academic Registrar.</p>
15	<b>Mode of study</b>	Full-time and part-time
16	<b>Mode of delivery</b>	Face to face
17	<b>Date approved and name of authorised body</b>	TBC
18	<b>Applies to students commencing study in (month/year)</b>	September 2017
<b>PART 2 – CURRICULUM SPECIFIC DETAILS</b>		
19	<b>Summary of the programme</b>	<p>The MA Charity Management programme offers the opportunity to acquire a deep understanding of how complex charitable organisations work in a world where change is the only constant. In an increasingly politicised societal context, charities need graduates who understand the challenges presented by shifting societal needs and expectations, diverse financial models, new social trends, emerging technologies and analytical skills to develop new solutions to changing trends.</p> <p>Traditionally, people have entered the field of charitable work and charitable organisations for a variety of reasons. Consequently, people within the Third Sector have a wide and varied mixture of commercial/public sector/other background. Over the years, this variety has resulted in much confusion and misunderstanding on the managerial and financial approaches to be adopted within charitable organisations.</p> <p>This programme has been specifically designed to enable professional</p>

		<p>development and standardise both the managerial, financial and strategic operations of charitable organisations within the applicable regulatory frameworks. Students are expected to have demonstrated some work commitment to the sector on a voluntary and/or paid basis. The programme has been designed to challenge students both academically and operationally by exposure to different sector and practises in the public, private and other charities.</p> <p>This programme delivers this knowledge and understanding through a series of contemporary modules that prepares students for the challenges facing charitable organisations. These include financial probity, marketing and fundraising, governance and ethical and responsible leadership and management. In addition, there are a range of options that allow students to customise their knowledge and understanding to many of the specialist areas within the sector.</p>
20	<b>Aims of the programme</b>	<p>The primary aims are to provide graduates with the ability to demonstrate a range of cognitive, intellectual and practical skills together with techniques specific to the identification of societal issues through the effective address of charitable organisations. The students will acquire specialist knowledge in the fields of charity management, governance, finance, marketing and fundraising and other specialist areas associated with their areas of professional development. In addition, students will be required to both demonstrate and develop relevant personal and interpersonal skills. In total, by completion of the programme, students should be able to:</p> <ol style="list-style-type: none"> <li>1. able to solve complex organisational problems and make decisions: using appropriate ethical decision-making techniques to identify, formulate and develop strategies to address relevant societal or charity sector problems</li> <li>2. apply relevant academic models, concepts and ideas with an ethical underpinning to review decisions with a full understanding of the potential organisational consequences</li> <li>3. manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise personnel and organisational processes.</li> <li>4. identify and challenge assumptions that permeate both the charitable organisation and the charity sector in terms of adequate evidence or reasoning</li> <li>5. conduct research into societal problems and how they may be addressed through charity initiatives either individually or as part of an organisation through research design, data collection, analysis, synthesis and reporting</li> </ol>

		<p>6. identify, collect and use information and knowledge effectively: scanning and organising data of changing societal/governmental environments, synthesising and analysing in order to abstract meaning from information and to share knowledge and possible charitable responses</p> <p>7. display numeracy and quantitative skills including the development and use of relevant charity finance models including the preparation of charity and/or SORP-related reports</p> <p>8. demonstrate high personal effectiveness: critical self-awareness, self-reflection and self-management; time management; sensitivity to diversity in people and different situations and the ability to continue to learn through reflection on practice and experience</p> <p>9. demonstrate ethical leadership and performance management: selecting appropriate leadership style for different situations; setting targets, motivating, monitoring performance, coaching and mentoring</p>
21	<b>Criteria for admission</b>	<p>Candidates must satisfy the general admissions requirements of St Mary's University, as specified in the University Admissions Policy.</p> <p>Applicants to Masters programmes are normally required to have:</p> <ul style="list-style-type: none"> <li>• A minimum of a 2:2 undergraduate honours degree from a UK university or equivalent qualification</li> <li>• Professional interests and experience relevant to their chosen programme, in particular demonstrable current experience in the charity sector and an awareness of the demands involved in undertaking postgraduate studies;</li> <li>• An appropriate reference from a relevant charitable organisation that clearly demonstrates that the applicant is currently working within the Third Sector in either in a paid or unpaid position</li> </ul> <p>Each applicant would, however, be judged on their individual merits and particular circumstances and different experiences would be taken into account. Applicants with no first degree or a 3<sup>rd</sup> class degree but with good relevant managerial experience within a charitable organisation and who are otherwise considered as having the potential to successfully undertake Masters level study may be accepted onto the programme on a case-by-case basis.</p> <p>Students whose first language is not English are required to satisfy the English Language Requirements of the UKVI and the University. Students are required to achieve an IELTS score of 6.0 overall with no less than 5.5 in any section. Further detail on other accepted English language qualifications are available on the St Mary's website here: <a href="https://www.stmarys.ac.uk/international/english-language/overview.aspx">https://www.stmarys.ac.uk/international/english-language/overview.aspx</a></p>

		<p><b>Admission with Advanced Standing</b> Students who have undertaken study or learning elsewhere may apply for admission with advanced standing.</p> <p>The maximum number of credits for which exemption may be given are as follows:</p> <ul style="list-style-type: none"> <li>• Postgraduate Certificate up to 30 credits</li> <li>• Postgraduate Diploma up to 60 credits</li> <li>• Master's Degree up to 90 credits</li> </ul> <p>Students who are given entry with advanced standing to a Masters programme may be exempted from taught elements only.</p> <p>Applications based on credits achieved from study or learning achieved elsewhere will be considered on a case by case basis.</p>															
22	<b>Scheduled learning time</b>	<table border="1" data-bbox="521 863 1378 1079"> <thead> <tr> <th>Type of learning time</th> <th>Number of hours</th> <th>Expressed as %</th> </tr> </thead> <tbody> <tr> <td>Contact time</td> <td>288</td> <td>16%</td> </tr> <tr> <td>Guided learning hours</td> <td>366</td> <td>22%</td> </tr> <tr> <td>Independent study time</td> <td>1146</td> <td>62%</td> </tr> <tr> <td>TOTAL*</td> <td>1800</td> <td>100%</td> </tr> </tbody> </table>	Type of learning time	Number of hours	Expressed as %	Contact time	288	16%	Guided learning hours	366	22%	Independent study time	1146	62%	TOTAL*	1800	100%
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23	<b>Programme learning outcomes</b>	<p>Upon completion of this programme, students will achieve the following learning outcomes:</p> <ol style="list-style-type: none"> <li>1. Facilitate organisational analysis and identify to staff any resource deficiencies and relate feasible managerial solutions that might affect the day-to-day operations of the organisation and ensure the achievement of its charitable aims and objectives.</li> <li>2. Critique and evaluate managerial, financial and/or governance options that, combined with an ethical decision-making process, will enable the charity to operate at an optimum operational configuration.</li> <li>3. Constructively self-evaluate both critically and objectively about their leadership role and performance within the charity and design managerial systems to motivate themselves and staff members.</li> <li>4. Investigate and challenge both the processes and mind-set of the charity sector and employ disruptive thinking in the pursuit of novel and ethical ways to tackle societal problems.</li> <li>5. Propose and undertake independent research into complex societal</li> </ol>															

		<p>problems and critically evaluate operational strategies to address them. Design suitable managerial and operational approaches to implement and understand the potential impact of the research findings.</p> <ol style="list-style-type: none"> <li>6. Debate and appraise the way the charity sector is changing with respect to societal needs and the manner the government engages with the Third Sector and how charities should respond to these changes.</li> <li>7. Critically analyse charity SORP accounts and acquire sufficient expert knowledge to discuss the financial affairs of the charity with financial experts.</li> <li>8. Acquire and express strong self-analytical skills that will enable the evaluation of organisational managerial practices and analyse how these practices might affect the work environment and performance of the charity.</li> <li>9. Demonstrate a deep understanding of the principles, skills and tenets of ethical leadership combined with specialist knowledge of the importance of charitable aims and organisational development and structure.</li> </ol>															
24	<p><b>Programme structure and module requirements</b></p>	<p>In order to qualify for the award of MA in Charity Management students are required to successfully complete 180 credits at FHEQ level 7.</p> <p>The pass mark for modules at FHEQ Level 7 is 50%.</p> <p>Students may register on either the Postgraduate Certificate or Postgraduate Diploma in Charity Management at the outset of their studies.</p> <p>Students who are admitted initially to the Masters programme have the option to exit with either a Postgraduate Certificate or Postgraduate Diploma.</p> <p><b><u>Postgraduate Certificate in Charity Management</u></b></p> <p>Students who successfully complete <b>60 FHEQ level 7 credits</b> from the table below are eligible for the award of Postgraduate Certificate in Charity Management.</p> <table border="1" data-bbox="521 1623 1459 1850"> <thead> <tr> <th>Code</th> <th>Title</th> <th>No. of credits</th> <th>Sem of delivery</th> <th>Module status (core, option)</th> </tr> </thead> <tbody> <tr> <td>IBM7002</td> <td>Responsible Management and Leadership in a Global Economy</td> <td>20</td> <td>1</td> <td>Core</td> </tr> <tr> <td>CMT7024</td> <td>Charity Finance and Investment</td> <td>20</td> <td>2</td> <td>Core</td> </tr> </tbody> </table>	Code	Title	No. of credits	Sem of delivery	Module status (core, option)	IBM7002	Responsible Management and Leadership in a Global Economy	20	1	Core	CMT7024	Charity Finance and Investment	20	2	Core
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IBM7002	Responsible Management and Leadership in a Global Economy	20	1	Core													
CMT7024	Charity Finance and Investment	20	2	Core													



CMT7022	Governance and Statutory Accounting	20	1	Core
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### **Postgraduate Diploma in Charity Management**

Students who successfully complete **120 FHEQ level 7 credits** from the table below are eligible for the award of Postgraduate Diploma in Charity Management.

Students must select the **four core modules** in the table below. In addition students must select **two option modules** from the table below.

<b>Code</b>	<b>Title</b>	<b>No. of credits</b>	<b>Sem of delivery</b>	<b>Module status (core option)</b>
IBM7002	Responsible Management and Leadership in a Global Economy	20	1	Core
CMT7024	Charity Finance and Investment	20	2	Core
CMT7022	Governance and Statutory Accounting	20	1	Core
CMT7019	Social Marketing and Fundraising Strategy	20	1	Core
CMT7021	Charity and the Legal Environment	20	1	Option
CMT7025	Social Entrepreneurship	20	2	Option
IBM7006	International Strategic Management	20	2	Option
CMT7023	International Non-Governmental Organisations	20	2	Option

### **Masters in Charity Management**

Students must select all **core modules** in the table below. In addition students must select **two option modules** from the table below.

#### **FULL-TIME MASTERS PROGRAMME**

The following table presents the route through the programme for **full-time** students:

<b>Code</b>	<b>Title</b>	<b>No. of credits</b>	<b>Sem of delivery</b>	<b>Module status</b>
IBM7002	Responsible Management and Leadership in a Global Economy	20	1	Core
CMT7021	Charity and the Legal Environment	20	1	Core

CMT7022	Governance and Statutory Accounting	20	1	Core
CMT7019	Social Marketing and Fundraising Strategy	20	1	Core (Diploma and MA Levels only)
CMT7024	Charity Finance and Investment	20	2	Core
IBM7006	International Strategic Management	20	2	Option
CMT7023	International Non-Governmental Organisations	20	2	Option
CMT7025	Social Entrepreneurship	20	2	Option
IBM7004	Applied Research Skills	20	1	Core – MA Only
IBM7005	Consultancy/Research Project	40	1+2	Core – MA only

### **PART-TIME MASTERS PROGRAMME**

The following table presents the route through the programme for **part-time** students:

Code	Title	No. of credits	Sem of delivery	Module status
IBM7002	Responsible Management and Leadership in a Global Economy	20	Yr 1 – S1	Core
CMT7021	Charity and the Legal Environment	20	Yr 2 – S1	Core
CMT7022	Governance and Statutory Accounting	20	Yr 1 – S1	Core
CMT7019	Social Marketing and Fundraising Strategy	20	Yr 2 – S1	Core (Diploma and MA Levels only)
CMT7024	Charity Finance and Investment	20	Yr 1 - S2	Core
IBM7006	International Strategic Management	20	Yr 2 - S2	Option
CMT7023	International Non-Governmental Organisation	20	Yr 1 - S2	Option
CMT7025	Social Entrepreneurship	20	Yr 1 - S2	Option
IBM7004	Applied Research Skills	20	Yr 2 - S1	Core – MA Only
IBM7005	Consultancy/Research Project	40	Yr 2 - S1+2	Core – MA only

To achieve the CMI Level 7 Certificate in Strategic Management and Leadership, students must successfully complete the following three modules:

- IBM7002 Responsible Management and Leadership in a Global Economy

		<ul style="list-style-type: none"> <li>• IBM7006 International Strategic Management</li> <li>• IBM7004 Applied Research Skills</li> </ul>
25	<b>Work placements or Study Abroad programme</b>	There are no work placements or study abroad arrangements associated with this programme.
26	<b>Links to industry and employability</b>	<p>Students who undertake this programme are typically already in employment within the charity sector. Consequently, the programme is constructed to develop their employability skills within the existing workplace. Typical employability skills (but not limited to) will include:</p> <ul style="list-style-type: none"> <li>- Teamworking (especially working with volunteers)</li> <li>- Communication and literacy (motivation and report-writing)</li> <li>- Application of IT (financial spreadsheets, report-writing)</li> <li>- Application of numeracy (financial and managerial decision-making)</li> <li>- Ability to work independently (research into environmental changes)</li> </ul> <p>There will be an expectation that all modules will have guest speakers and/or visits to organisational visits. These include speakers from a charity law firm, prisoners' rights charities, international non-governmental organisations, youth charities, animal charities and charity finance firms. These visits provide students with a better understanding of the relevance of the knowledge they have acquired on the programme, imbue a broader understanding of the Third Sector and hopefully raise their career ambitions.</p>
27	<b>Programme awards</b>	<p>The University Academic Regulations stipulate that students must achieve 180 credits at FHEQ level 7 in order to qualify the award of Masters in Charity Management.</p> <p>Students must achieve 60 credits at FHEQ level 7 in order to be awarded a Postgraduate Certificate in Charity Management.</p> <p>Students must achieve 120 credits at FHEQ level 7 in order to be awarded a Postgraduate Diploma in Charity Management.</p> <p>A mark of at least 50% overall is required for the award of a Postgraduate Certificate, Postgraduate Diploma or Master's Degree. All assessments (substantive and non-substantive) will be required to have achieved a minimum grade of 50% to be considered a pass grade. Any assessment that achieves a grade of 40%-49% will be considered for</p>

		<p>module compensation at the Programme Board if the overall grade equals or exceeds 50%.</p> <p>The Postgraduate Diploma and Postgraduate Certificate will be unclassified, although they may be awarded 'with Distinction' in cases where the average percentage mark of a candidate's best 45 credits in the case of the certificate and 90 credits worth of modules in the case of the diploma is 70%. They may be awarded 'with Merit' in cases where the average percentage mark of a candidate's best 45 credits in the case of the certificate and 90 credits worth of modules in the case of the diploma is 60%.</p> <p>The Masters degree will be unclassified although they will be awarded 'with Distinction' where a candidate has an overall percentage mark of 70% from the best 150 credits and a mark of 70% or more in the dissertation module.</p> <p>The Masters degree will be awarded 'with Merit' where a candidate has an overall percentage mark of 60% from the best 150 taught credits and a mark of 60% or more in the dissertation module.</p> <p>To achieve the CMI Certificate Level accreditation, students must achieve a pass grade in the following modules:</p> <p>IBM7002 Responsible Management and Leadership in a Global Economy  IBM7006 International Strategic Management  IBM7005 Consultancy/Research Project</p>
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**PART 3 – TEACHING, LEARNING & ASSESSMENT**

28	<p><b>Programme teaching and learning strategies</b></p>	<p>The teaching and learning strategy will determine the approaches that will be used to challenge, develop and test (through application) the knowledge and understanding of the subject matters covered on the programme.</p> <p>Classes will be delivered using a range of teaching approaches. These include the following:</p> <p>Rhizomatic learning: teaching involves reference and comparison to experts within the field of study (all modules).</p> <p>Crowd learning: teaching involves the interactive use of shared opinion through online social spaces, websites and activities (CMT7021 Charity and the Legal Environment)</p> <p>Flipped Classrooms: In individual study time, students will engage with provided academic material and be guided through key learning points within seminar periods (CMT7023 International Non-Governmental Organisations).</p>
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		<p>Double-loop Learning: Where learners learn to solve problems, or reach a goal and reflect on the processes they used, questioning assumptions and considering how to become a more effective learner (IBM7002 Responsible Management and Leadership in a Global Environment, CMT7025 Social Entrepreneurship, IBM7004 Applied Research Skills and IBM7006 International Strategic Management).</p> <p>Crossover learning: where organisational visits and guest speakers can link educational content with issues that are important to the student (all modules).</p> <p>Adaptive teaching: Adaptive teaching systems recommend the best places to start new content and when to review old content (CMT7024 Charity Finance and Investment and CMT7022 Governance and Statutory Accounting).</p> <p>Future learning: Addresses the capacity to learn and the emphasis is not only on mastering content, but also on acquiring new skills to learn, unlearn and relearn as the world changes (CMT7025 Social Entrepreneurship).</p> <p>Action-based learning: This will adopt a kinesthetic approach to the learning environment. Students will be presented with role-playing scenarios to develop and explore particular ethical and leadership concepts. This may be supported by tutors from the drama programme (IBM7002 Responsible Management and Leadership in a Global Environment).</p> <p>Productive Failure: Productive failure is a method of teaching that gives students complex problems to solve and attempt to form their own solutions before receiving direct instructions (all modules).</p> <p>The underlying teaching and learning philosophy is to present the students with a range of educational environments. Students should expect that all of the above techniques may be used in the module delivery and not confined to the indicated module in the above list. This approach is designed to support the different and varied range of student's learning styles and provide classes with an engaging environment.</p>
29	<b>Programme assessment strategy</b>	<p>An important part of the assessment strategy process is the use of formative and summative assessment and feedback.</p> <p>Formative assessment (non-graded) will be integrated into the delivery of all modules, allowing tutors to check understanding and provide guidance to a pathway forward both for students and for the lecturer. This might take the form of informal questioning on previous lectures, group discussion or the use of regular, formative quiz / questionnaires as a teaching tool to assess knowledge acquisition and will be within the first 4 weeks of the commencement of each module. These assessments are designed to ensure that students are prepared ahead of time to the expectations of</p>

assessment and what needs to be done before approaching coursework and exams. Students receive either written or verbal feedback on each piece of assessment and will have the opportunity to attend a one-on-one tutorial to discuss the work and how best to progress.

Summative assessment (graded) will be undertaken and used to determine the level of understanding and comprehension of the specialist knowledge acquired within each module. Typically, each module will contain two summative assessments and will be designed to determine whether the student has achieved the learning outcomes. Some of the assessments will be linked to the CMI accreditation awards. Feedback in this case will be written on each piece of assessment and, again, students will have the opportunity to attend a one-on-one tutorial to discuss the work and plans for academic progression.

Specifically, the assessment methods used seek to evaluate the knowledge and understanding within the programme, as well as testing cognitive, transferable and practical skills development.

Knowledge and understanding is assessed via traditional approaches, including examination, written coursework including reports, essays, consultancy/research project and group and individual presentations.

In addition to the traditional assessment types, the following approaches will also be utilized within a mixture of formative and summative assessments:

- Wikis (formative) IBM International Strategic Management)
- Journals (summative) IBM7002 Responsible Management and Leadership in a Global Environment)
- Quizzes (formative) CMT7024 Finance and Investment
- Peer Assessment (formative) (all modules)
- Online discussion Boards (formative) CMT7022 Governance and Statutory Accounting
- Online Portfolio (summative) CMT7025 International Non-Governmental Organisations
- Viva Voce (summative) IBM7005 /Research Project

The University is working towards increased use of online marking software such as Grademark, and this is applied to all modules across the programme, where appropriate.

The Programme requirements will specify that all assessments must have acquired a grade of 50% or above for the module to be considered passed. Assessment items where the grade is between 40% – 49% will be considered by the Programme Exam Board for compensation if the overall module grade exceeds 50%.

All assessment items submitted by students will be graded, double-marked

		and returned to students within a 3 week period in accordance with the University guidelines. Dates for submission and return of graded work will be indicated in each module handbook.
<b>PART 4 – UNIVERSITY SUPPORT</b>		
<b>30</b>	<b>Student support and guidance</b>	<p>Masters students will be provided with a Personal Tutor to support their teaching, learning, professional and career development. Although, there is no formal commitment for the provision of Personal Tutors at Masters level, past experience has indicated that students are more self-driven and motivated and seek out personnel that can support them or address their aspirational needs. Typically, Module Convenors and the Programme Director fulfil the role of Personal Tutors for the Masters students.</p> <p>The programme team encourages students to raise any matters or concerns with their Personal Tutor in the first instance in regard to their physical and mental well-being. This pastoral support will be delivered in conjunction with the Students Union and Student Services. This support also includes the use of the Disability and Dyslexia Support Service.</p> <p>In addition to the roles of the Personal Tutor, Programme Director and Module Tutor, the Programme Administrator provides additional support. Support is often around providing general information pertaining to modules, assessments deadlines and marks, locations of classes, module choices, attendance issues, late submission and extenuating circumstances process. The Programme Administrator is able also to sign-post students to Student Services, the Student Union, the Careers Service and additional services offered within the University.</p>
<b>31</b>	<b>Quality management arrangements</b>	<p>This programme aligns with the quality assurance requirements of St Mary's University through the following processes:</p> <ul style="list-style-type: none"> <li>• Five yearly cycle of revalidation</li> <li>• Ongoing monitoring through the Programme Review process</li> <li>• Programme Boards</li> <li>• Consideration of marks and graduate profiles at Exam Boards</li> <li>• Engagement with programme student representatives</li> <li>• Engagement with approved external examiners</li> </ul>