

**LLB (Hons) Law with Business
with a Foundation Year
(Regent College London)**

PART 1 – PROGRAMME SPECIFICATION

1. Awarding institution

St Mary's University, Twickenham

2. Partner institution and location of teaching (if applicable)

2-10 Princeton Street, London. WC1R 4BH

153 Great Titchfield Street, London. W1W 5BD

Regent College London, Madison House, 24-28 London Rd, Wembley HA9 7EX

Masons House, 1-3 Valley Drive, Kingsbury. NW9 9NG

Carmine Court, 202 Imperial Drive, Harrow. HA2 7HG

3. Carmine Court, 202 Imperial Drive, Harrow. HA2 7HG Type of collaborative arrangement (if applicable)

Franchise

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

LLB (Hons) Law with Business with Foundation Year

There is no award for Foundation Year

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

Certificate of Higher Education (CertHE)

Diploma of Higher Education (DipHE)

6. Faculty with responsibility for the programme

Faculty of Business and law

7. Language of delivery and assessment

English

8. UCAS code

M102

9. JACS and HeCos codes

100845 and M100 (Law)

100842 and N100 (Business)

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

The LLB (Hons) Law with Business is accredited through Qualifying Law Degree (QLD) status from the Bar Standards Board (BSB) and also until December 2021, with the Solicitors Regulation Authority (SRA).

11. QAA subject benchmark(s) or other relevant external reference points

The programmes follow the guidelines of the QAA Honours Degree Benchmark Statement for Law (March 2023) and Business (March 2023).

12. Normal completion time and maximum duration of study

Normal completion time:

Full-time study – three years

Part-time study – six years

Full-time – four years (with Foundation Year)

Duration of study

As prescribed by the Bar Standards Board (BSB) the maximum time limit for completion of the academic stage of training through a Qualifying Law Degree (QLD) (studied either full-time or part-time) is six years.

If this time limit is exceeded by a student undertaking the LLB (Hons) Law with Business programme, save in exceptional circumstances, the degree will not receive QLD status and will not be recognised by the BSB. Students may still graduate with a non-QLD status degree in so far as the overall duration of study at each level of programme, from initial registration to completion, does not exceed the limits set out in the Academic Regulations of St Mary's University.

13. Mode of study and normal start month

Full-time or Part-time

September, January, April, June

14. Mode of delivery

Digital In Person, Digital Online, Digital On Demand

15. Date approved and name of authorised body

Academic Development Committee, September 2022.

16. Valid cohorts, commencing study in (month/year)

September 2023

January 2024

April 2024

June 2024

17. Additional Programme Costs

Please visit the following link for information on Additional Programme Costs:

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

PART 2 – CURRICULUM SPECIFIC DETAILS

18. Summary of the programme

All St. Mary's LLB degrees are Qualifying Law Degrees, and are recognised for professional purposes by the Law Society, the Bar Council of England and Wales, and the Law Society of Ireland for professional purposes.

The LLB (Hons) Law with Business has been designed for students who wish to study for a qualifying law degree, but who also thirst to better understand the world of Business. The programme is an immensely varied and rich programme that gives an in-depth view of the world of Business and the contours and forces at play between economics, society, commerce.

The degrees focus on practical (as well as theoretical) teaching means you can develop the analytical and critical skills essential for formulating legal arguments. Students will have the opportunity to study a range of specialist subjects that are relevant to their own aspirations.

With a wide range of option modules - including work-based learning placements - and a diverse variety of assessment methods, such as simulated negotiation exercises and delivering presentations, you will learn through experiencing the law, not just through exams.

19. Programme Aims

Main educational aims of programme are as follows:

In line with the University Mission, the QAA Benchmarking Statement in Law and the requirements of the General Council of the Bar for Qualifying Law Degrees and SRA, the primary aims of the programme are (modules will have varying numbers of Learning Outcomes to reflect the level of study and the particular module):

1. To provide students with a supportive learning environment in which to foster intellectual self-confidence for all students.
2. To provide a framework within which students can achieve a detailed knowledge and critical understanding of and the foundations of legal knowledge and of other selected areas of law.
3. To seek through taught modules and a supervised independent research module, to create a positive, stimulating learning environment for students in which to develop knowledge and understanding of legal principles and the legal process.
4. To provide a framework within which students can practice scholarship and research and gain academic and intellectual progression by imposing increasing demands in terms of the acquisition of knowledge and skills.
5. To enhance the employability of students in the context of employers' expectations of subject knowledge and practical experience for those wishing to enter the legal profession as well as those who choose to enter a wide range of other careers and professions; and
6. To enhance students' awareness and appreciation of the ethical issues central to society and the study of law.
7. Be able to demonstrate relevant knowledge and understanding of organisations, the business environment in which they operate and their management.
8. Understand the dynamic and changing nature of business and the consideration of the future of organisations within the global business environment, including the management of risk.
9. Be able to demonstrate a general knowledge and understanding in the following areas:

- a. Markets
- b. Customers
- c. Finance
- d. Organisational behaviour
- e. Operations
- f. Communications
- g. Digital business
- h. Business policy and strategy
- i. Social responsibility

20. Criteria for admission

Programme entrance requirements

Candidates must satisfy the general admission requirements of St Mary's University as outlined in the [Admissions Policy](#).

Standard entry requirements:

- 48 UCAS points (or equivalent)
- GCSE Maths grade C/4 and English grade C/4
- IELTS score of 5.0 (no grade below 4.5)

Non-standard applicant requirements:

Access qualifications:

- 45 credits on your Access Course
- IELTS score of 5.0 (no grade below 4.5)

Alternative assessment:

For mature students (those over 21 years old), or those requiring an alternative kind of assessment:

- You must take part in an academic interview to demonstrate your non-academic achievements, such as work experience.
- IELTS score of 5.0 (no grade below 4.5)

St Mary's University has inclusiveness as one of its core values and is committed to widening participation. We actively encourage applications from a wide range of students as we firmly believe that helping more people from a wide mix of backgrounds to access education contributes positively to individuals and society.

To support this and counter any disadvantage, we take several factors into account when we are deciding whether to offer students a place on one of our courses. This means that as well as looking at application forms and the academic potential of individuals, we also take into account educational and socio-economic background data, such as historic information about your school or college and information shared about personal circumstances, for example age, declared disability, care and caring background, the area in which a student lives, and the relative performance of the school or college attended. We call this a contextualised admissions approach.

The additional information gained through examining contextual data supports our Admissions teams to recognise a student's achievements and identify their potential to succeed in the context of their background and experience, rather than simply by their exam results. For example, students who fit into any of the categories above may also have their application forms reviewed by the academics on the chosen programme, who will give careful consideration to information in the personal statement

and references which might help them identify potential. Individualised offers may then be made on the basis of this process.

BA (Hons) Legal Studies with Business

Candidates will not have direct entry onto the Legal Studies with Business programme. Subject to the discretion of the Programme Board of Examiners, a student who has failed to pass any module designated core on the LLB (Hons) Law programme at the third attempt will be recommended to transfer to the BA (Hons) Legal Studies programme as an alternative to programme termination.

Candidates will therefore have satisfied the general admission requirements of St Mary's University and those of the LLB (Hons) Law with Business programme as set out below.

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 further details, please refer to the [University Academic Regulations](#).

21. Scheduled learning time

(The number of guided learning hours is 10 hours per 1 credit) - [QAA Student Contact Hours](#).

Foundation Year (level 3)

| Type of learning time | Number of hours | Expressed as % |
|-------------------------------------|-----------------|----------------|
| Contact time | 268 | 22 |
| Placement/work-based learning hours | 0 | 0 |
| Guided learning hours | 516 | 43 |
| Independent study time | 416 | 35 |
| TOTAL | 1200 | 100 |

LLB (Hons) Law (levels 4-6)

| Type of learning time | Number of hours | Expressed as % |
|-------------------------------------|-----------------|----------------|
| Contact time | 584 | 16% |
| Placement/work-based learning hours | 0 | 0% |
| Guided learning hours | 0 | 0% |
| Independent study time | 3016 | 84% |
| TOTAL* | 3600 | 100% |

*A typical 3-year undergraduate programme has a total of 3600 hours

22. Programme learning outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning. These are threshold statements of achievement; the learning outcomes broadly fall into four categories:

Knowledge and Understanding

Students should be able to demonstrate knowledge and understanding of:

1. the principal features, processes and procedures of the English and European legal systems
2. the Foundations of Legal Knowledge of English law
3. selected areas of law chosen from electives
4. the business, policy, social, political, economic, ethical and cultural context in which law and social processes operate
5. the intellectual and practical skills needed to research and analyse the legal and business questions and undertake practical problem solving.

Cognitive Skills

In terms of cognitive skills, students should be able to:

6. demonstrate an ability to solve complex problems through the application of knowledge and the presentation of reasoned arguments, supported by legal authority and/or a sound interpretation of business
7. identify accurately within a problem the legal or business issues which require research
8. identify and retrieve up to date legal information and business, using paper and electronic sources
9. recognise and rank items and issues in terms of relevance and importance
10. make a critical judgment of the merits of a particular argument
11. present and make a reasoned choice between alternative solutions
12. interpret the political, cultural and ethical implications of different theoretical criminological or business perspectives.

Practical Skills

In terms of practical skills, students should be able to:

13. compile information and materials from a variety of different sources
14. conduct independent legal research
15. where relevant and as the basis for an argument, to use, present and evaluate information provided in numerical or statistical form
16. make appropriate use of information technology in carrying out a broad range of tasks
17. undertake an advanced body of independent legal research and demonstrate a critical awareness of developments in that area.

Transferable Skills

In terms of transferable skills, students should be able to:

18. Reflect on their own learning and seek and make use of feedback
19. Work effectively, both individually and in a team
20. Communicate effectively, both orally and in writing, complex material and argument
21. Make effective use of legal terminology
22. Manage their time effectively and work to deadlines.

23. Programme structure and module requirements

This section shows the core and option modules available as part of the course and their credit value. Full-time Undergraduate students study 120 credits per year.

Programme structures can be subject to change each academic year following feedback from a variety of sources.

Foundation Year

FHEQ Level 3 Modules

| Code | Title | No. of credits | Sem of delivery | Module status (core, option) |
|---------|--|----------------|-----------------|------------------------------|
| FDY3001 | Personal Learning Competencies | 20 | 1 | Core |
| FDY3013 | Rights and Responsibilities I | 20 | 1 | Core |
| FDY3006 | Thinking Critically, Creatively, and Ethically | 20 | 1 | Core |
| FDY3014 | Rights and Responsibilities II | 20 | 2 | Core |
| FDY3005 | Taking a Professional Approach | 20 | 2 | Core |
| FDY3007 | Individual Project | 20 | 2 | Core |

FHEQ Level 4 Modules - students must acquire 120 credits at HE Level 4, including core modules

| Code | Title | No. of credits | Sem of delivery | Module status (core, option) |
|---------|----------------------------|----------------|-----------------|------------------------------|
| LAW4100 | English Legal System | 20 | 1 | Core |
| LAW4105 | Public Law 1 | 20 | 1 | Core |
| LAW4107 | Criminal Law 1 | 20 | 1 | Core |
| LAW4108 | Public Law 2: Human Rights | 20 | 2 | Core |
| LAW4106 | Criminal Law 2: ICL | 20 | 2 | Option |
| MGT4019 | Financial Management | 20 | 2 | Option |
| MGT4011 | Organisational Behaviour | 20 | 2 | Option |
| LAW4103 | Practical Legal Skills | 20 | 2 | Option |

FHEQ Level 5 Modules - students must acquire 120 credits at HE Level 5, including core modules

| Code | Title | No. of credits | Sem of delivery | Module status (core, option) |
|---------|---|----------------|-----------------|------------------------------|
| LAW5106 | Tort Law 1 | 20 | 1 | Core |
| LAW5101 | EU Law | 20 | 1 | Core |
| LAW5107 | Contract Law 1 | 20 | 1 | Core |
| LAW5108 | Contract Law 2 (Consumer and Commercial Law) | 20 | 2 | Core |
| LAW5109 | Tort Law 2 (IP Law and Media Law) | 20 | 2 | Core |
| MGT5015 | Corporate Finance | 20 | 2 | Option |
| MGT5027 | Management accounting (pre-requisite is MGT4019 Financial Management) | 20 | 2 | Option |

FHEQ Level 6 Modules - students must acquire 120 credits at HE Level 6, including core modules

| Code | Title | No. of credits | Sem of delivery | Module status (core, option) |
|---------|---|----------------|-----------------|------------------------------|
| LAW6116 | Property Law 1 (Land Law) | 20 | 1 | Core |
| LAW6105 | Employment Law | 20 | 1 | Option |
| LAW6100 | Extended Essay | 20 | 1 or 2 | Core |
| LAW6104 | Jurisprudence | 20 | 1 | Option |
| LAW6114 | Sports and the Law | 20 | 1 | Option |
| LAW6122 | Medical Law | 20 | 1 | Option |
| LAW6101 | Company Law | 20 | 2 | Option |
| LAW6120 | Property Law 2 (Law of Equity and Trusts) | 20 | 2 | Core |
| MGT6027 | Social Enterprise | 20 | 2 | Option |
| LAW6103 | Family Law | 20 | 2 | Option |
| LAW6121 | Insurance Law | 20 | 2 | Option |
| LAW6123 | Law of International Trade | 20 | 2 | Option |

24. Work placements or study abroad

Extra-Curricular experience opportunities

The programme also offers law specific community related voluntary work with the Richmond CAB and Richmond Legal Advice Service. This has provided opportunities for students to gain experience providing legal advice and working in a legal services environment. A number of students are committed even at an early stage, to a legal career and are keen to make an immediate contribution by providing legal help to local people.

The development of a student's employability and personal development enables students to have a much deeper understanding of the learning process and their skills and helps them to develop their ability to evaluate their own performance and take control over their learning so that they become independent learners. Students become reflective individuals who are forward thinking and capable of working on their own and with others.

25. Links to industry and employability

Employability

The programme offers law specific community related voluntary work and business placements.

Employability

Employability in the context of combination of subject knowledge, skills and personal qualities, developed through an effective learning, teaching and assessment strategy, clearly underpins the Law Benchmark Statement and is fully embraced by the programme team in the design of the law programmes and in affording opportunities for students outside of the programmes.

Skills strand

The Law programmes have an established integrated skills strand. At FHEQ Level 4 'Academic Legal Skills' and Practical Legal Skills, FHEQ Level 5 'Critical Thinking', FHEQ Level 6 'Law Research Project' or the 'Extended Essay in Law' provide the opportunity to develop essential skills, necessary to succeed on the programme and in addition gain employment. These skills include: undertaking legal research, drafting documents, Curriculum vitae and cover letter writing, advocacy, client interviewing, undertaking a negotiation, conducting presentations, improving time management, undertaking effective team work etc.

Personal Tutoring and Pastoral Support

Students are provided with the opportunity to engage in the HubX scheme which gives students the opportunity to:

- Reflect on their progress and development since the last personal tutoring meeting;
- Discuss their progress and areas for improvement with their Academic Support Officer;
- Review their feedback from module assessments to identify common themes, both in terms of achievement and potential learning needs and discuss these with their Academic Support Officer;
- Link their learning in their programme and extra-curricular activities to their ongoing academic, career and personal development;
- Identify skills to be developed in order to enhance their academic performance and future employability;
- Identify potential opportunities for work experience, internships or other employment opportunities which will better equip them in their professional careers after graduation; and
- At induction each student is allocated an Academic Support Officer who will remain that student's tutor during their time at the College. (Various induction and orientation activities are conducted with each team member's academic tutees.

26. Programme awards and regulations

This programme conforms to the [University Academic Regulations](#).

Eligibility for Awards

In order to achieve the LLB (Hons) Law students must attain 360 credits, including at least 120 credits at FHEQ Level 6 and not more than 120 credits at FHEQ Level 5.

Marginal Failure of a Foundation of Legal Knowledge ("FLK")

A FLK subject cannot be awarded compensation credit and following a maximum of three attempts (along with the other modules designated core), the student will be recommended for transfer onto the LLB Legal Studies (as noted above).

A student transferred onto the LLB Legal Studies programme who has passed all but one of the FLK's may still receive QLD status in order to progress onto the vocational stage of training, subject to the discretion of the BSB and the SRA. The BSB and SRA may at its discretion, in exceptional circumstances, condone a single marginal failure in a FLK (marginal failure is achieved where the mark obtained is within the 5% of the QLD pass mark of 40%, i.e. 35% or above) allowing the student to obtain exemption from the academic stage of training.

Where a student has not only marginally failed a FLK, but has also failed or has been compensated or received compensation credit by the University in one or more other subjects within the programme, the BSB and the SRA is unlikely to condone the marginally failed FLK.

'Foundation of Legal Knowledge' (FLK) subjects, these are:

- Public Law (Constitutional, Administrative and Human Rights Law Level 5 or 6)
- Criminal Law (Level 4)
- Law of Contract (Level 4)
- Law of Tort (Level 4)
- Law of the European Union (Level 5)
- Land Law (Level 5);
- Equity and Trusts (Level 5)

Exit Awards

Students successfully completing 120 credits at FHEQ Level 4 are eligible to be awarded a Certificate of Higher Education in Law as an exit qualification.

Students successfully completing 240 credits, including at least 120 credits at FHEQ level 5 or higher are eligible to be awarded a Diploma of Higher Education in Law as an exit qualification.

27. Equality, Diversity and Inclusion

Please see the College's Equality and Diversity Policy here:

<https://www.rcl.ac.uk/app/uploads/2022/12/equality-and-diversity-policy.pdf>

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.

28. Widening Access and Participation

Regent College London Access and Participation Plan can be found here:
<https://www.rcl.ac.uk/about/access-and-participation-plan/>

As part of the university's regulatory commitment with the OfS, through our approved [Access and Participation Plan](#), 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

29. Programme learning and teaching strategies

Teaching and Learning Strategies

The programme's principal aim for teaching and learning is for the programme team to support and facilitate independent learning by students. The programme makes use of a wide range of learning and teaching strategies. The Programmes are delivered via digital in person and digital online teaching in small groups and in a combination of lectures, seminars, workshops and tutorials,

30. Programme assessment strategy

Assessment Strategy:

In line with the University's Teaching and Learning Strategy, the intention is 'To provide appropriate, formative and summative assessment with feedback designed to support a learner-centred approach

and to motivate and encourage the School's students.' The programme's assessment strategy is also informed by the QAA UK Quality Code for Higher Education and is fully reflected in the University's Assessment Policy and Assessment Tariff.

It is part of the assessment strategy for the programme that assessments have explicit assessment criteria which will, when combined with feedback on performance create an effective means of learning.

Assessment criteria are used to ensure that students understand the knowledge and skills each assessment is seeking to develop and assess. Assessment types and criteria are clearly linked to the learning outcomes. Students may expect to encounter a variety of different assessment methods aimed at developing and assessing their competence in terms of knowledge, understanding and skills. A variety of assessment methods are used to test subject knowledge and understanding.

Examinations are also an important part of the assessment framework as they are often used for postgraduate or professional courses. On the LLB (Hons) Law programme students are likely to undertake examinations in some of their modules, this reflects the traditional importance given to examinations, most notably in the FLK, by the Professional Bodies. There will be no examinations in the January assessment period.

In addition to examinations, students will be assessed by coursework. Coursework is usually undertaken in the student's own time and will often be based on a written assignment addressing a problem scenario or an essay question. However, coursework may also include, inter alia, making an oral presentation, a viva voce, writing a skills portfolio or carrying out a simulated exercise.

The aim of the assessment strategy is to have a variety of assessment which will provide a range of appropriate opportunities to assess learning.

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.

i) Written Examinations

Written examinations are used to determine the students' level of knowledge and understanding. Papers require students to engage in reasoned debate and problem solving, as well as applying critical analysis to a range of legal issues.

ii) Reports

Report-based assignments allow students to demonstrate effective subject knowledge and understanding as well as appropriate skills acquisition by the application of theory to practical legal issues. A range of problem solving and communication skills are also effectively developed and assessed.

iii) Essay

Essay assignments allow students to organise their thoughts and use their knowledge in a critical analysis of the law, competing theories and legal research. The essay assessment methodology allows students the opportunity of communicating their ideas with both clarity and balance.

iv) Oral Assessment

Oral assessments aim to develop students' ability to research, select and organise information and present this using appropriate methods. The presentation methodology provides students with the opportunity to engage with a wider audience and develop confidence in presenting ideas to others. Specifically, the group oral presentation tests the development of team building skills in an interactive context. The viva methodology gives the opportunity to convince and engage the audience on a specific perspective. Podcasts enable students to embrace new technologies and provide an opportunity for students to be able to communicate in a modern and succinct way.

v) Log

The reflective log seeks to test students' ability to be self-critical and evaluative and to foster their ability to learn from their own legal, theoretical and practical experiences.

vi) Work Placement Supervisor Assessment

The supervisor assessment seeks to test the integration and performance of the student within the context of documented work-based criteria.

vii) Poster presentation

Poster presentations allow students to formulate and present their own research and ideas in a different format and for a different audience.

viii) Portfolio

Portfolio work can take different forms but generally enables students to build a collection of different pieces designed to demonstrate a variety of inputs. Portfolio assessment are usually in the form of a submission using the online portfolio software, Mahara.

Assessment submission and feedback

Students are required to submit both a hard copy of their work and, also, an electronic copy of their coursework to the software programme 'Turnitin' which is used both as a tool to help students develop a better understanding of academic writing and also to detect cases of plagiarism from other sources.

Individual feedback on assessments is provided no later than 3 weeks after submission. The programme is looking to move to online submission and marking over the first years of the programme, in line with the University's move towards the incorporation of new technologies and forms of learning.

For all modules, individual, verbal feedback is given to all students as well as written feedback, incorporating notes on what the assignment did well and what needs to be improved moving forwards. This post-assignment feedback is built on a foundation of "feed-forward" where students are given specific, advance guidance on assignment demands and expectations of the assessor.

The programme uses marking criteria for all pieces of assessment that detail how marks were derived and identifies areas for improvement. The marking criteria are included in module VLE within Moodle, from the start of each academic year. The Institute of Business, Law and Society 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

31. Student support and guidance

Regent runs a dedicated student support model called HubX. Details can be found here:

<https://www.rcl.ac.uk/study/support/>

St Mary's has 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](#) 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.

The Widening Participation Team within CTESS provides a range of activities and support initiatives to increase students' engagement with the wider university, eliminate identified barriers and enhance student experiences, particularly for students from disadvantaged or non-traditional backgrounds. These might include a pre-entry programme for invited students, Student Engagement Fund and Digital Equality Scheme, Induction and Engagement weeks, peer mentoring opportunities, buddy schemes, themed sessions and targeted activities for particular groups, such as commuting students

Students can expect Employability support throughout their programme. A dedicated careers consultant will work with the programme lecturers to provide 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 jobs 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, Be Smart (for BAME students) and Employability Confident (for disabled students). Many of these services are also available to St Mary's alumni.

32. 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 Programme Liaison Managers for collaborative provision
- System of Programme Implementation Meetings and Partnership Joint Management Boards
- Ongoing monitoring through the Programme Review process
- Staff Student Liaison Initiatives
- Consideration of marks and graduate profiles at Exam Boards
- Engagement with student representatives (e.g SMSU, programme reps, subject chairs, student experts panel, Student EDI committee)