

UNIVERSITY OF EAST LONDON

POSTGRADUATE PROGRAMME SPECIFICATION

MA in Organisational Analysis: Freedom to Make a Difference

This programme is only offered at: The Grubb Institute

Final award	MA
Intermediate awards available	PGCert, PGDip
UCAS code	N/A
Details of professional body accreditation	N/A
Relevant QAA Benchmark statements	
Date specification last up-dated	06 June 2008

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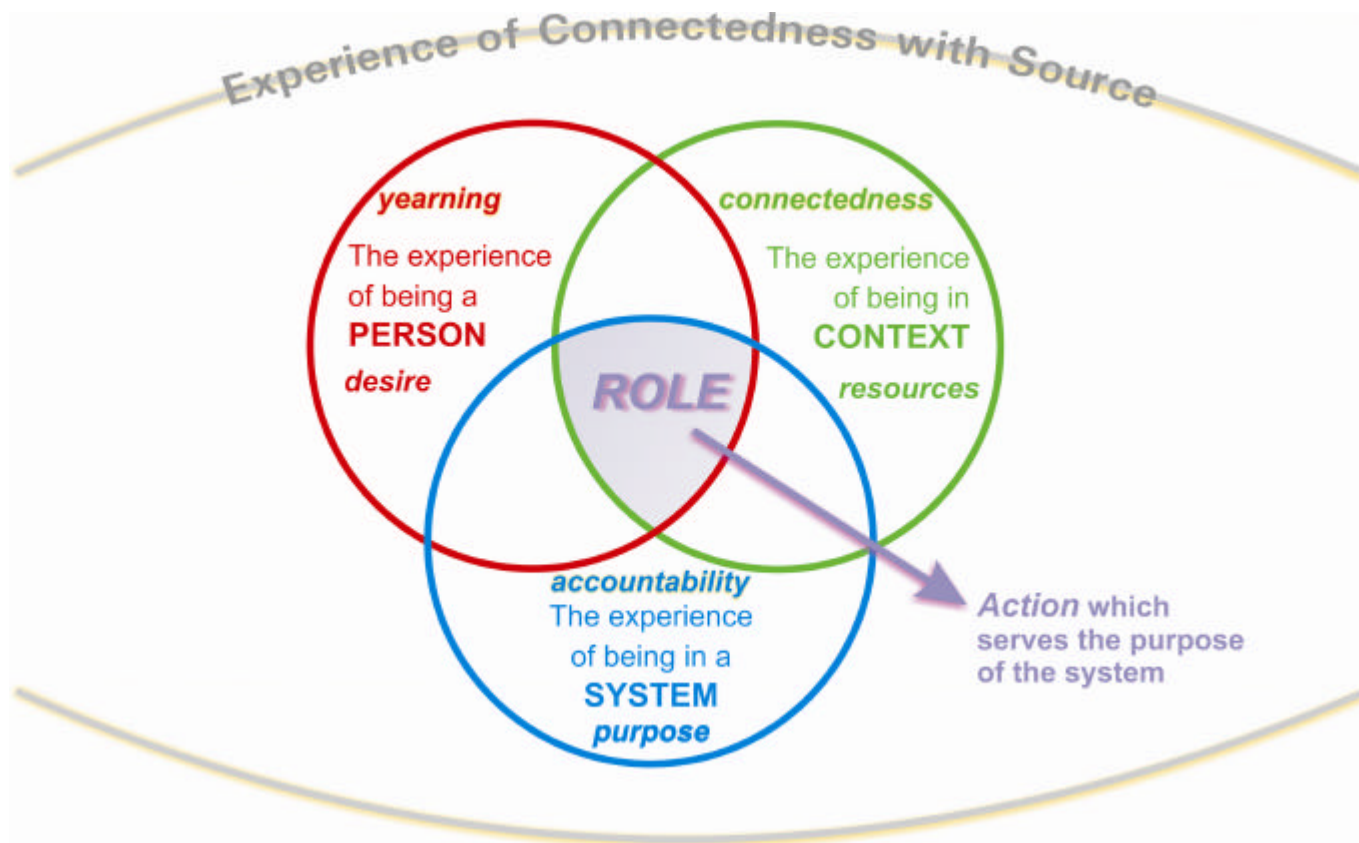
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The Summary - Programme advertising leaflet

Programme content

The Programme is designed to enhance participants' desire and capacity to find the freedom to make a difference in the changing world by developing their own practice of Organisational Analysis. Organisational Analysis draws on a range of frameworks for understanding the reality of the internal and external forces and factors which influence organisations and institutions in serving their purpose effectively in the wider social and public interest. Systemic, psycho-dynamic, behavioural, theological, and spiritual frameworks are integrated in a distinctive framework which enables effective action to be taken.

Diagram 1: Transforming Experience into Authentic Action through Role



This **Transforming Experience Framework** explores how human beings can take authentic action through role. This explores four domains of experience: the experience of being a **person**, the experience of being in a **context**, the experience of being in a **system** (= organisation) and the experience of **Connectedness with Source** (= the spiritual domain). Each of these can be explored and explained using many conceptual models drawn from a range of disciplines. For example, the significance of the spiritual domain can be explored by participants of all faiths or none.

The Programme supports participants in widening the range of experience they are working with and deepening their understanding of how to analyse this as a basis for action which serves the purpose of the organisation or group in which they are working.

MA in Organisational Analysis at UEL

The Programme is designed for those who wish to develop their effectiveness in leading and managing organisations in ways that liberate others to make a difference in those organisations. They may do this from existing roles within their own organisation or through developing skills in organisational consultancy.

Organisational Analysis offers the ***Transforming Experience Framework*** which provides a disciplined way of enabling participants to work with their lived experience as leaders and managers. This enables participants to:

- Know how to examine and articulate their own *current working experience* in relation to role and enable others to do so in their turn
- Analyse their *lived experience in their organisational setting and contexts*
- Sharpen up and deepen the *meaning* of that experience in terms of *purpose, systems, contexts* and *roles* through paying attention to *boundaries*
- Recognise the significance of *unconscious processes* in organisational life and learn to work with them creatively
- Grasp opportunities to *find, make and take up organisational roles* more effectively
- Transform contributions towards articulating and achieving the corporate aims of institutions

Admission requirements

A first degree or equivalents, and/or professional experience commensurate with that level of training are required. Applicants are expected to have had a minimum of six years experience in their professions. In addition they will be directly involved in the leadership, management, training or development of other professional workers or engaged in consultative work for specific organisations.

The nature of the Programme calls for a spirit of enquiry, reflected in the willingness of participants to examine their own experience and behaviour and consider, in an open-minded way, new ways of acting in their organisational roles. The Programme requires a commitment to personal development as a necessary condition for the transformation of the organisations for which they work.

In the case of applicants whose first language is not English, then IELTS 6.5 (with no skill level below 6.0) or equivalent is required. Qualifications will be checked for appropriate matriculation to UK Higher Education postgraduate programmes.

The University of East London and Grubb Institute both actively promote and celebrate equality and diversity and positively welcome applicants regardless of race, gender, disability, sexuality, age, religion or social class. (The Grubb Institute's Equality and Diversity practice is in line with the policy of UEL, which can be accessed at www.uel.ac.uk/personnel/Equality_Diversity_Policy.htm)

Participants will be asked to complete an Application Form and will then have an interview with the Programme Director. Two references will be required to support the application.

Participants who apply to enter stages of the Programme may be admitted through normal Accreditation of Experiential Learning (AEL) or Accreditation of Certificated Learning (ACL) processes. Therefore such applicants must be able to demonstrate and evidence that they have achieved the required learning outcomes as listed in the modules for which they are seeking exemption.

Programme structure

Typically this Programme is a 2 – 3 year part-time programme, made up of two Double Modules (each worth 60 credits) and a dissertation (worth 60 credits). It is possible to start the Programme in October.

Double Module 1, ***Finding, Making and Taking One's Role***, introduces the basic concepts and methods of Organisational Analysis and their application to how the participant is taking her or his own organisational role(s).

Double Module 2, ***Organisational Transformation***, is designed to deepen participants' experience of using the concepts and methodologies of Organisational Analysis, with the focus on enabling and leading transformation in the organisation as a whole.

The third Module, ***Organisational Analysis in Practice***, involves the completion of the independent organisational transformation project initiated in Double Module 2 and a dissertation critically analysing the project and its impact.

Learning environment

Experiential Learning Conference

The ***Being Meaning Engaging*** Conference is a residential 8 day event sponsored by The Grubb Institute. Its aim is to develop a spirit of enquiry into the lived experience of organisational life in order to promote transformation. Focussing on the Conference as a temporary institution provides an unparalleled opportunity to become aware of the unconscious and systemic processes which are always present, but often not attended to. It attracts an international membership and staff. Participants are encouraged to take part in this conference as early as possible in the Programme.

Role Consultations

These two-hour one-to-one sessions provide support for the participant to work at analysing their lived experience so that they can find, make and take their working roles. They explore the participant's experience as a person, of the context, of the organisation-as-system and of the spiritual domain. These sessions contribute to the ongoing clarification of Organisational Analysis concepts and their application. In Double Module 1, the focus is on the participant's working role, whilst in Double Module 2 the focus moves to the participant's role in identifying, formulating and implementing a project through which they plan to bring about organisational

transformation. In Module 3 the emphasis moves to supervision of work on the project and the dissertation.

These sessions will normally take place in London, but can also be conducted by telephone, or through a VOIP/webcam link.

Seminars

These two-day Seminars present in an iterative way the key concepts that underpin the Transforming Experience Framework; that is to say the overall Framework is revisited in each Seminar and a selection of readings is suggested as preparation for the Seminar being attended. Each Seminar consists of presentations, discussions, exercises and time for reflection on the experience of taking the role of participants in the Programme.

There are five Seminars altogether, entitled *Experience of Being a Connected Person*, *Experience of Living and Working Together*, *Experience in Organisations and Institutions*, *Lived Experience: Case Studies for Examination*, and *Freedom to Make a Difference: the Significance of Working to Purpose*. Participants take part in two Seminars in the first Double Module, and three in the second Double Module.

Workshops

Each two-day Workshop provides opportunities to practice using the skills of Organisational Analysis through a variety of exercises and methodologies designed to develop skills in analysing current lived experience brought to the Workshop by participants and to develop the capacity for reflection. Participants are expected to take part in two Workshops in Double Module 1 and three Workshops in Double Module 2.

Project

The 6-12 month independent action-research project provides participants with the opportunity to think through in depth the way they go about making a difference in a working system for which they have responsibility either as the leader, manager, or consultant. In the Dissertation (Module 3) participants are expected to provide a written account of this project, showing how they used Organisational Analysis concepts, theories, methodologies and skills in their practice.

Relevance to work/profession

We anticipate that the Programme will appeal to those **holding senior positions** in their work who feel challenged by the new issues they face, and are seeking a sound, disciplined way of

advancing their practice; these are men and women who wish to develop their effectiveness in leading and managing organisations in ways that liberate others to make a difference in those organisations. They may do this from existing roles within their own organisations or through developing skills in organisational consultancy.

Dissertation/project work

The purpose of the project is to provide the opportunity to think through in depth the way the participant goes about making a difference in a working system, showing how they use Organisational Analysis skills, concepts, theories and methodologies in their practice. It also provides opportunities to show how they mobilise the gifts, knowledge and experience of others whom they lead and for whose work they are responsible.

Added value

The Programme is designed to enable those who have reached a point where they feel they are facing new kinds of challenges which require them to go beyond the frames of thinking which they have used up to date.

How we support you

Each participant will be accepted onto the Programme as a result of personal interviews with the **Programme Director** and the **Programme Progression Adviser/Tutor** (PPAT), the Programme's equivalent of a personal tutor. In the interview with the Director the heart of the discussion will be about the potential participant's desire to take part in the Programme and the suitability of the Programme to meet that desire. In the interview with the PPAT the participant will begin to plan their personal pathway through the Programme, working out how to access its resources and opportunities.

Each participant will have their own **Role Consultant**, with whom they work throughout the Programme. All the Role Consultants are experienced Senior Organisational Analysts from The Grubb Institute. The Role Consultant will begin by working with the participant on their lived experience in their own working role(s), leading on, as Module 2 moves into Module 3, to giving support on the Project and dissertation.

The Programme Progression Adviser/Tutor is available to support participants in making choices about their pathway through the Programme. This includes advising them on choices of

Seminars, optional experiential conferences and how they pace the writing and submission of the papers for their portfolios.

All the activities of the Programme will be supported by guidance on relevant reading and similar resources. This includes enabling access to suitable libraries, including the Institute's own specialist library and UEL's Athens Account (electronic library) and similar resources. The University's student welfare services are available to assist those with disabilities such as dyslexia and dyspraxia.

A website space will be created for participants and Faculty members to enable continuing discussion and correspondence about experiences, thoughts and ideas arising from participation in the Programme.

Bonus factors

Participants in the current pilot Programme have come from different professions, and different European countries. Seminar contributors have been drawn from international backgrounds. Members of the Programme Faculty all have extensive experience of both leading and consulting to organisations at strategic as well as operational levels. These organisations include business, education, church and religious bodies, health agencies, local and central government bodies and voluntary agencies. These have been long and short term assignments, in the UK, continental Europe, North and South America, Africa, India and Australia.

Faculty staff are members of an international community of practice to which they introduce participants. A benefit of taking part in the Programme is that Professional Associates of The Grubb Institute are drawn from that community of practice.

Programme Aims and Learning Outcomes

What is this programme designed to achieve?

This programme is designed to give you the opportunity:

To enhance your desire and capacity to find the freedom to make a difference in the changing world by developing your own practice of Organisational Analysis

This is achieved by:

- Building on your natural skills of working in organisations so that you become better equipped and energised to engage in leadership that involves taking risks
- Understanding more about engaging effectively with your contexts and environments in ways that access new resources and make new connections
- Learning to draw more fully on your own beliefs, spirituality and/or faith as resources for the integrity and authenticity of your work
- Exercising leadership and management in ways that give others freedom to develop initiatives which fit organisational and institutional purpose.

What will you learn?

Knowledge

Organisational behaviour

- A disciplined approach to understanding why organisations function in the ways that they do, including theoretical models such as ***open systems thinking*** and complex adaptive theory and recognition of how actual behaviour is shaped by each person's own model of the ***organisation-in-the-mind***. (PLO1)
- How The Grubb Institute's concept of ***role*** (and the experience of being a ***person-in-role***), and of what is involved in finding, making and taking roles in an organisation, liberates people's capacities in the service of purpose and how it relates to current thinking about ***leadership*** and ***management***, and issues of ***authority*** and ***power***. (PLO2)

- The ways in which the expectations, culture and interactions with the **context** impact on what happens in the organisation and on the **resources** available to it. (PLO3)

Psychodynamic thinking:

- What it means to be a **person**, as a dynamic nexus of relationships experienced in the **here-and-now**, including knowledge of key concepts of psychoanalytic thinking such as **desire**, splitting and projection, transference, attachment and regression to dependence as they relate to non-clinical settings. (PLO4)
- The nature of the **unconscious processes** which lie beneath the surface in individuals, groups and organisations, influencing the feelings, anxieties and thus behaviour, with implications for managing interactions across the **boundaries** between internal and external worlds. (PLO5)

Theological Thinking

- Knowledge that the various faith and spiritual traditions understand the relation to 'Source'/'Creation' differently, with implications for our **connectedness** to each other and the environment, and for an understanding of **accountability**. (PLO6)
- Knowledge of spiritually informed theories of personal and organisational **transformation**, including Scharmer's *Theory U* and Reed's *Oscillation Theory*. (PLO7)
- How the **new sciences** are influencing the understanding of human consciousness, behaviour and spirituality. (PLO8)

Systemic thinking:

- The concept of **purpose**, as used by The Grubb Institute, as a way of thinking holistically about why organisations and institutions are sustained within the pattern of interactions between all systems in the **context**. (PLO9)
- A holistic understanding of organisations, where the meaning of the interactions of the **parts** can be understood **systemically** in relation to the **whole**. (PLO10)

Thinking skills (= *analytic skills*)

- To analyse critically lived experience through the use of **working hypotheses** which explore the forces and factors affecting the person-in-role, from the four domains of experience (person, context, system, connectedness with 'Source'). (PLO11)

- To **reflect** and **meditate** on lived experience, drawing on the understandings developed in psychoanalytic and spiritual practice as a basis for discerning imaginative responses to current realities. (PLO12)

Practical skills (= *skills for working in organisations*)

- To identify and internalise the **purpose** of the organisation, to assess what actions serve that purpose in any situation, and to take **decisions** on that basis. (PLO13)
- To design and undertake **interventions** as an executive, leader, manager or consultant, taking into account the multiplicity of systems and subsystems. (PLO14)
- To act strategically in relation to **context**, remaining alert to the organisation's **vision**, the **outcomes** of its work and potential **resources** available. (PLO15)
- To provide effective **leadership** by communicating, through words and action, an understanding of purpose and vision to other people, mobilising their desires, capacities and commitment. (PLO16)

Skills for life and work (= *generic skills*)

- To work transparently and creatively with **challenges, criticisms and conflict**, being professionally **accountable** in **role** for one's actions and behaviour. (PLO17)
- To recognise and handle creatively the effect on working relations of **conscious and unconscious forces**, learning to live with anxiety, uncertainty and 'unknowing'. (PLO18)
- Sensitivity to **faith, values and belief** as sources of energy in one's own work and life, and that of others. (PLO19)

The Programme structure

Introduction

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do, *e.g.* lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 0 equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 1 equivalent in standard to the first year of a full-time undergraduate degree programme
- 2 equivalent in standard to the second year of a full-time undergraduate degree programme
- 3 equivalent in standard to the third year of a full-time undergraduate degree programme
- M equivalent in standard to a Masters degree

Credit rating

The overall credit-rating of this Programme is 180 for Masters.

Typical duration

The typical duration of this Programme is 24-36 months, part-time. The Programme is designed to be flexible to accommodate any external factors such as business or other commitments.

How the teaching year is divided

The University year is divided into two semesters of roughly equal length. Students may register at the start of either semester.

A typical participant will study one 60 credit Double Module over each teaching year (i.e. two semesters). Project work and the advanced independent research module may occur during the summer period.

What you will study when

This Programme consists of two Double Modules (each worth 60 credits) and an advanced independent research module and dissertation (worth 60 credits). It is possible to start the Programme in October or February. In 2008/9, the programme will only be offered beginning in October.

Level	Module title	Credit	status
M	Finding, Making and Taking One's Role (Double Module 1)	60	Core
M	Organisational Transformation (Double Module 2)	60	Core
M	Organisational Analysis in Practice (Module 3: Dissertation)	60	Core

Double Module 1 focuses on the core concepts of the Transforming Experience Framework as a way of understanding the participant's own working experience of *finding, making and taking their roles*. It consists of:

- **Role Consultations** Typically a minimum of eight two hour sessions, focussing on finding, making and taking the participant's own working role, plus associated study and keeping a learning journal.
- **Experiential Learning Conference** Participation in the eight day *Being Meaning Engaging* residential conference.
- **Seminars** Participation in two Seminars (two days each) presenting and exploring the key concepts of the *Transforming Experience Framework* and their application.
- **Workshops** Participation in two Workshops (two days each) working to introduce the methods and develop the skills of Organisational Analysis in relation to the participants' experience.

Double Module 2 focuses on the application of the Transforming Experience Framework as a whole to enable *organisational transformation*. It consists of:

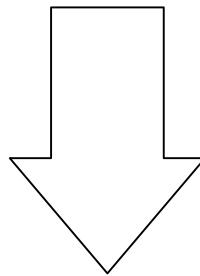
- **Role Consultations and Project Work** During the second Double Module the participant will identify, design and begin a major project in their working role, using their developing understanding of Organisational Analysis to bring about a transformation which will enable the organisation to achieve its purpose more effectively. This is supported through a further six Role Consultation sessions, focussed on the project which will provide the basis for the dissertation.

- **Seminars** Participation in three Seminars (two days each) with associated reading. The focus will be on the interaction of the different concepts and their application to particular organisational situations.
- **Workshops** Participation in three Workshops (two days each).

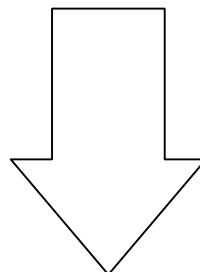
Dissertation

- A 14,000 word dissertation, critically evaluating the advanced independent research project that the participant has carried out in their working role, using Organisational Analysis skills and concepts to bring about organisational transformation in their own organisation or for a client organisation.

Finding, Making and Taking One's Role Double Module 1 (Year One)			
Role Consultations	Seminars	Workshops	Experiential Learning Conference



Organisational Transformation Double Module 2 (Year Two)		
Role Consultations & Project Work	Seminars	Workshops



Organisational Analysis in Practice Module 3 (Advanced Independent Research and Dissertation)

Requirements for gaining an award

In order to obtain a Masters, you will need to obtain 180 credits at Level M. These credits will include a 60 credit level M core module of advanced independent research.

If you leave the Programme after Double Module 1, having gained 60 credits at level M and completed your portfolio of work, you will be eligible for the Postgraduate Certificate.

If you leave the Programme after Double Module 2, having gained 120 credits at Level M overall and completed both portfolios of work, you will be eligible for the Postgraduate Diploma.

Masters Award Classification

Where a student is eligible for a Masters award, the award classification is determined by calculating the arithmetic mean of all marks and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification:

70% - 100%	Distinction
60%- 69%	Merit
50% - 59%	Pass
0% - 49%	Not passed

Teaching, Learning and Assessment

Teaching and learning

One of the principles underlying this Professional Development and Formation Programme is that of *praxis*, the integration of theory, values and practice. Thus the teaching and learning methods of the Programme constantly seek to enable participants to relate the concepts of the Transforming Experience Framework to their lived and felt experience – and *vice versa*.

Role Consultations These one-to-one consultation sessions explore how the participant is making sense of and behaving in their current working situations, relating relevant concepts to the specific experiences. The sessions lead to transformed professional practice and guided independent reading on the concepts. They also provide an experience of an Organisational Analyst at work.

These sessions support the grounding of concepts in lived experience, particularly in relation to system and purpose (PLO1, PLO9, PLO10), context (PLO3, PLO15) and making and taking roles (PLO2, PLO11, PLO12, PLO14, PLO17, PLO18, PLO19).

Experiential Learning Conference The eight day residential *Being Meaning Engaging* Conference is designed to develop a spirit of enquiry into the lived experience of organisational life in order to promote transformation. The object of study is the Conference itself as a temporary institution, with the interactions in different types of groups and the leadership and management being open to exploration in the *here-and-now*, as they develop.

The Conference and reflection on it contribute to learning about unconscious processes (PLO5, PLO18), how one functions as a person in an evolving situation (PLO4, PLO13, PLO16) and the relevance of faith, values and belief (PLO12, PLO19).

Seminars These two-day Seminars present in an iterative way the key concepts that underpin the Transforming Experience Framework; that is to say the overall Framework is revisited in each Seminar and a selection of readings is suggested as preparation for the Seminar being attended. Each Seminar consists of presentations, discussions, exercises and time for reflection on the experience of taking the role of participants in the Programme.

There are five Seminars altogether, entitled *Experience of Being a Connected Person*, *Experience of Living and Working Together*, *Experience in Organisations and Institutions*, *Lived Experience: Case Studies for Examination*, and *Freedom to Make a Difference: the Significance of Working to Purpose*. Because of the way the Programme is designed, participants may take part in the Seminars in any order, choosing two to attend in the course of Double Module 1 and three in the course of Double Module 2.

The Seminars and the associated reading provide the principal input in relation to the knowledge learning outcomes (PLO1 – PL10).

Workshops Each two-day Workshop provides opportunities to practice using the skills of Organisational Analysis through a variety of exercises and methodologies designed to develop skills in analysing current lived experience brought to the Workshop by participants and to develop the capacity for reflection.

The Workshops make an important contribution to the development of thinking and practical skills (PLO11 – PLO16), and to deepening the understanding of key concepts about organisation, context and role (PLO1 – PLO3) through working with them.

Advanced independent research project and dissertation The purpose of the project is to provide the opportunity to think through in depth the way the participant goes about making a difference in a working system, showing how they use Organisational Analysis skills, concepts, theories and methodologies in their practice. The dissertation also provides opportunities to show systematically how they mobilise the gifts, knowledge and experience of others whom they lead and for whose work they are responsible.

The project and dissertation put into practice the learning about finding, making and taking a role through Double Module 1 and bringing about organisational transformation through Double Module 2. These contribute to the further development and integration of the knowledge and skills of all learning outcomes within a deepened understanding of the Transforming Experience Framework and its application. In particular it provides an opportunity to demonstrate and develop skills for working in organisations (PLO13 – PLO16) and generic skills (PLO17 – PLO19) and use of thinking based on an understanding of new sciences and organisational transformation (PLO7, PLO8).

Assessment

The Programme uses a range of assessment methods which seek to provide a way of assessing the participant's understanding of the concepts and their application of these in practice. These are different for Double Module 1 and Double Module 2 to reflect the development in the participant's praxis (= knowledge and application).

Double Module 1 Finding, Making and Taking One's Role

The module is assessed through a portfolio of four written papers, to be submitted for assessment in May.

- **Two concept papers** The participant is required to submit two concept papers demonstrating in each their understanding and use of one of the core concepts of the Transforming Experience Framework (person, system, context, connectedness with Source and role). They will be expected to explore the concepts, drawing on the different disciplines of organisational behaviour, psychodynamic thinking, theological thinking and systemic thinking.
- **'Exploring Unconscious Processes' paper** A paper demonstrating the participant's understanding of the significance of unconscious processes in systems and organisations. They would be expected to link this to the underpinning psychodynamic theories, their experience of the Experiential Learning Conference and their working situation.
- **'Finding, Making and Taking a Role' paper** A fourth paper in which the participant gives an account of how they are finding, making and taking their roles in their working system(s) in practice, in the light of their understanding of Organisational Analysis, particularly in relation to work done through Role Consultations and the Workshops. The emphasis is on application and the linking of knowledge to their lived experience and practice (praxis).

Double Module 2 Organisational Transformation

The module is assessed through a mixed portfolio of three different types of writing to be submitted for assessment in May and a presentation.

- **Project Outline** In preparation for the advanced independent research project on which they will base their dissertation, the participant will be expected to prepare a Project Outline setting out the rationale, aim, methodology, working hypotheses, anticipated outcomes and evaluation criteria for the project.

- **Case Study** The participant will be required to write a Case Study showing how they apply and integrate the core concepts or domains of the Transforming Experience Framework to a particular 'critical' situation they have had to handle.
- **Presentation** Each participant will be asked to make a 40 minute Presentation and lead a 20 minute discussion with staff and participants on a selected aspect of their working role. In this they will be expected to show their capacity to organise their material, develop an argument, hold their audience and engage in subsequent discussion of what they have put forward.
- **Concept Paper** Participants will be required to submit a concept paper on a theme such as '*Leadership*' or '*Organisational Transformation*', which necessitates drawing on a range of the concepts of the Framework and considering their inter-relationship. This will be expected to show a more complex and advanced level of thinking than the shorter concept papers in Double Module 1.

Module 3 Organisational Analysis in Practice

- **Dissertation** Each participant will be required to submit a 14,000 word dissertation critically evaluating the advanced independent research project that the participant has carried out in their working role, using Organisational Analysis skills and concepts to bring about organisational transformation in their own organisation or for a client organisation. (The award is not dependent on the research project being 'successful', but on the extent to which the participant provides a critical evaluation of what happened, including the project's impact and an analysis of the factors which contributed to whether or not it achieved the objectives set out in the Double Module 2 Project Outline.)

How We Assure the Quality of This Programme

Before this programme started

Before this programme started the following was checked:

- There would be enough qualified staff to teach the Programme
- Adequate resources would be in place
- The overall aims and objectives were appropriate
- The content of the Programme met national benchmark requirements
- The Programme met any professional/statutory body requirements
- The proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

- External examiner reports (considering quality and standards)
- Statistical information (considering issues such as the pass rate)
- Student feedback which is gathered in several ways: reflection and review is part of every Seminar and Workshop; the Programme Committee which meets twice a year; representation at Faculty meetings; the Programme website which has a Message Board.

Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the Quality and Standards Committee.

Once every six years an in-depth review of the whole field is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

The Function of the Programme Committee

This Programme has a Programme Committee comprising the Faculty members, participants' representatives and others who make a contribution towards the effective operation of the Programme (e.g. administrative staff). The committee has responsibilities for the quality of the Programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The Programme Committee plays a critical role in the quality assurance procedures.

The Role of External Examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the Programme
- To ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments
- Attending assessment boards
- Reviewing samples of student work and moderating marks
- Ensuring that regulations are followed
- Providing feedback through an annual report that enables us to make improvements for the future.

Listening to the views of students

The following methods for gaining student feedback are used on this programme:

- The work of the Programme Progression Adviser/Tutor
- Provision of ongoing evaluation of the experience of the Programme through reflection and review together by participants and staff at every Seminar and Workshop
- Student representation on the Programme Committee (meeting twice a year).

Students are notified of the action taken through:

- Circulating the minutes of the Programme Committee
- Providing details on the Programme web message board.

Listening to the views of others

The following methods are used for gaining the views of other interested parties:

- Annual student satisfaction questionnaire.

Where You Can Find Further Information

Further information about this programme is available from:

- The UEL web site <http://www.uel.ac.uk>
- The Student Handbook
- UEL Manual of General Regulations <http://www.uel.ac.uk/qa/>
- UEL Quality Manual <http://www.uel.ac.uk/qa/>
- Regulations for the Academic Framework <http://www.uel.ac.uk/academicframework/>
- School web pages <http://www.uel.ac.uk/ssmcs/>
- The Grubb Institute website www.grubb.org.uk