

ULSTER UNIVERSITY

REPORT OF A MEETING OF THE REVALIDATION PANEL FOR UNIT 3E NUTRITION AND EVALUATION MSC SPORT AND EXERCISE NUTRITION AT HKU SPACE.

22 May 2019

PRESENT: Professor Ian Montgomery, Pro-Vice-Chancellor (Global Engagement) (Chair)
Professor Carol Curran, Executive Dean, Faculty of Life and Health Sciences, Ulster University
Mrs Annemarie Knight, Programme Director Dietetics, Department of Nutrition and Dietetics, King's College London
Dr Lai K. Leung, Associate Professor, School of Life Sciences, The Chinese University of Hong Kong
Ms Louise Sutton, Head of Sport and Exercise Nutrition, Carnegie School of Sport, Leeds Beckett University

HKU SPACE

Representatives: Dr John Cribbin, Deputy Director (Academic Services) of Professional and Continuing Education (Joint Chair for evaluation/revalidation)
Dr Julian Tanner, Associate Professor; Assistant Dean (Biomedical Sciences Curriculum); Associate Director (Teaching & Learning); School of Biomedical Sciences, The University of Hong Kong (HKU academic representative for revalidation/evaluation)

IN ATTENDANCE: Mr Hugh Deighan, Quality Assurance Manager, Quality Enhancement, Ulster University (for institutional re-approval)
Ms D Troy, Academic Policy and Standards Officer, Academic Office, Ulster University (for evaluation/revalidation)

1 BACKGROUND/INTRODUCTION

The panel was convened to consider the following provision.

- BSc Hons Food and Nutrition (FT/PT)
- PgDip/MSc Human Nutrition (with PgCert exit award) (PT)
- PgDip/MSc Dietetics (FT – PgDip / PT MSc)

Proposed new provision:

- MSc Sport and Exercise Nutrition (PT)

2 DOCUMENTATION

The Panel received the following documentation:

1. Institutional re-approval documentation;
2. Course submission;
3. Guidelines for Evaluation and Revalidation Panels;
4. Extract from HKU SPACE's Quality Assurance Manual regarding programme Review/Revalidation;

5. QAA subject benchmark statements for Agriculture, Horticulture, Food, Nutrition and Consumer Sciences (2016), Biosciences (2015); Dietetics (2017); Events, Hospitality, Leisure, Sport and Tourism (2016) and Master's degree characteristics (2015).
6. External Examiners' reports for the last two years (existing provision);
7. Report of the revalidation event at Ulster University, November 2018;
8. Preliminary comments from Panel members.

3 TOUR OF FACILITIES AND PRESENTATION

Prior to the meeting the Panel were taken on a tour of facilities and were very impressed with the resources to support the programmes, in particular the library and media services and the enthusiasm of the Media Services Librarian, Ms Pau.

The meeting commenced with a presentation which provided an overview of the institution and some background information.

4 MEETING WITH SENIOR MANAGEMENT TEAM

4.1 Student Experience

The Panel noted that the total student population comprised some 7,000 students studying in a mix of modes and on different campuses and asked how this was taken account of in terms of the student voice and strategic development. The Senior Team advised that this was an easier task for full-time students and acknowledged additional challenges in this respect for part-time students. They further advised that each academic committee included student representation. Part-time students came from a diverse range of backgrounds and learning experiences but staff were in regular contact with all new students and there were a number of mechanisms through which students could provide feedback. The Academic Committee, for example, discussed student issues and developed action plans as required for follow up at the next meeting.

The Panel noted that the Staff/Student Consultative Committee met only once annually and this was confirmed, however, the Senior Team informed the Panel that students were also part of an ongoing committee presence. The Senior Team reported all issues back to the Academic Committee.

4.2 Attendance Monitoring

The Panel acknowledged that the students on these programmes were self-funding and this was the main driver in terms of high attendance and success rates but was advised by the Senior Team that attendance was monitored manually by each individual part-time tutor and any cases of poor attendance followed up. It was noted that some courses required a minimum of 70% attendance with a fund available for students to apply for a fee rebate if they met the attendance requirement. An electronic monitoring system may be developed going forward.

4.3 Staff Development

Noting the existence of a Committee for Training and Staff Development, the Panel enquired how the personal development of staff was ensured and how this was managed for both full-time and part-time staff. The Senior Team informed the Panel that a CPD Scheme was in place for all staff and each member was encouraged to undertake at least 30 hours of CPD each year. A new requirement of 15 hours over two years of academic related CPD has also recently been introduced to ensure that staff remained current. The e-Learning Unit

also worked closely with staff to provide technical support and training as well as self-help areas. A Centre for Teaching and Learning had been established the previous year to co-ordinate academic staff training programmes for full-time staff and programme managers.

The Senior Team clarified that no staff training was mandatory for distance learning programmes at present, however, measures were in place to ensure that staff were able to use the facilities and resources available for programme delivery. It was noted that HKU SPACE was one of the first Schools in Hong Kong University to introduce e-learning and had built considerable expertise and systems in this area at different levels as well as providing ongoing support in how to integrate technology into the classroom.

The institution's annual performance appraisal system also identified individual staff professional and training development needs. In terms of PhD progression, the Senior Team confirmed that academic advancement, as well as other training, was supported with a fund available for this purpose.

The Panel enquired how they would be made aware of a situation where a member of staff was not performing to the expected standard and was advised that such issues would be highlighted through direct individual student feedback, from student surveys as well as evidenced through examination scripts. A School-wide policy of no less than 60% achievement in the student Learning Experience Survey was a requirement for each lecturer. All lecturers delivering on the programmes were very experienced and qualified and they supported each other and shared experiences as well as providing mentoring to new staff. Part-time students were normally very vocal so it was never an issue that staff would not be made aware of any issues.

4.4 Marketing and Demand

The Panel asked how the Senior Team assessed its position in the market and how published marketing material was governed. They were advised that a central office for institutional advancement managed all aspects of marketing. A number of outreach events with schools were held to promote the programmes and these links were continually being strengthened. In relation to part-time programmes in particular, social media, newspaper advertisements and mass emails were used to promote the provision with a focus on key areas in order to raise awareness of the HKU SPACE programmes. Information seminars and school and college open days were also used in this regard.

Staff were experts in their own field and had a good knowledge of their own professional areas and different professional bodies. The institution was very aware of its market and professionals with a sound knowledge of the workforce were always represented at the Academic Committee. They also ensured that they kept up to date with government policy and professional body standards. It was also noted that the Office of Institutional Advancement was responsible for managing alumni relations.

The Senior Team advised the Panel that the accuracy of published course material was checked at individual course level but acknowledged the importance of accuracy to mitigate against future risk in this regard. Potential reputational risk to both parties was acknowledged so this was a key area of which to be mindful. In relation to a system of checking the use of partner's logos and particular identities, the Senior Team advised that this was covered in contractual arrangements between the partners.

4.5 Employability

The Panel asked the Senior Team to set out how they ensured the employability of their graduates and what support was provided in this regard. The Panel was informed that a

counselling service was in place for full-time students which included preparation for interview, development of CVs and completion of application forms – this service was available to all students for three years post-graduation. Employability support for part-time students was more challenging due to the diverse nature of this group, however, going forward a recommendation would be to undertake more work in this regard. The Senior Team advised that a Career Space had been developed for current students and alumni but again, more work was being undertaken in this whole area.

4.6 Engagement with Stakeholders

In relation to the proposed MSc Sport and Exercise Nutrition (SEN) programme, the Panel asked what engagement with stakeholders had taken place and what opportunities were available in this area. The Senior Team advised that the Hospital Authority was the main employer for Dietetics graduates. Most students studying on Food and Nutrition programmes were part-time and for the majority of students this was for a change in career.

The key stakeholders for the SEN were the Hospital Authority and the Department of Health with whom the institution had developed a very strong working relationship. The area of sport had become very attractive in Hong Kong and this programme also provided a progression route for the existing Sports Nutrition programme. The new MSc SEN programme was particularly timely in the market.

4.7 Academic Planning

The Panel enquired as to the approach to academic planning in terms of resources and was advised that this was an annual operational planning process as part of overall strategic planning and was developed for the next year and the two years following and covered equipment/capital and staff resources. All plans were appropriately scrutinised, prioritised and approved at committee level. A Development Fund was also available to which application could be made for other proposals by way of a business case.

The Panel noted that actual student intake had been almost double that projected and asked how this would be managed within existing resources. The Senior Team advised that projections were generally very conservative but that laboratory capacity was 48, however, a good connection existed with HKU and they could utilise its resource and infrastructure as required.

In relation to staff well-being, the Senior Team advised that they welcomed students within current resource limits, however, should numbers increase, they were able to draw on a range of part-time and professional staff to deliver parts of the programmes.

4.8 Quality Assurance

In relation to student performance, the Senior Team assured the Panel that a robust quality assurance process was in place to monitor modules which included the Board of Examiners and Academic Committee. Programme outcome assessment was one of the key areas currently being addressed by the institution as they recognised that this area required further development.

4.9 Sustainability

The Panel enquired how the whole area of sustainability was being addressed as an institution and was advised that this was a section in the Annual Report and something of which they were very much aware and should be doing more. Sustainability was also

promoted and featured in many of the courses and students were very much sustainability aware.

5 MEETING WITH STUDENTS

The Panel met with a representative group of students and graduates from the existing provision. All students spoke very highly of the programmes, the content and the level of support provided in all aspects. During discussions the following was noted.

- The part-time programmes had been undertaken mainly for a change in career path and a desire to help others in an employment role.
- The work based learning was a very attractive part of the programmes.
- Some aspired to become a professional Dietician and this would allow them to be employed in this role with the Hospital Authority.
- Group work and the interaction with other students was welcomed, however, could be a challenge when dealing with different attitudes and work ethics.
- Assessments provided opportunities to engage with different students at different times throughout the programmes.
- Modules related to the real world – for example, the communication based module provided an opportunity to promote diet and nutrition in a community setting and students had really enjoyed this.
- Students were of the view that their research skills had developed as they progressed through the programmes and this culminated in a final research proposal and project.
- Project supervisors were from a wide range of backgrounds and excellent support was provided in this regard.
- Part-time study and full-time work was a challenge but students were aware of what was expected from the start and were content to put in the work to be successful and reach their career goals. Effective time management was essential.
- Students were aware of how to seek support and guidance and all were very content with the support provided by lecturers. Assistance with personal issues could be sought directly from the Course Director. All academic staff were very helpful and approachable.
- Opportunities for regular feedback were provided and whilst on work placement all students were involved in a weekly tutorial in the hospital setting where students could share experiences and views on cases and problem solve. Other mechanisms included emails, tutorials and a meeting with the Course Director.
- Students also received detailed written feedback on assessments which was very helpful.
- No students were of the view that any changes were required to their programme, however, did note that the workload was challenging but at the same time all would recommend their course to others.
- All students noted that the affiliation or linkage to Ulster University was weak and could be improved, although all were aware that through the partnership students were able to obtain the UK qualification to be a professional dietician and this was extremely important.
- Students were aware that they could return to undertake the MSc within five years of completing the PgDip, however, the latter was the qualification required for the professional role in Hong Kong. They also noted that uptake of the MSc was low due to financial reasons and students would have to work to cover the tuition fees.
- Relevant students felt appropriately prepared for employment and in the knowledge and skills that they had developed during their course.
- The institution had excellent links with employers with placement opportunities provided in the places where the students would most likely ultimately work when they graduated.

- The 28-week placement provided excellent opportunities to put theory into practice and to gain valuable work related experience.
- Excellent support was provided in relation to job applications, CV preparation and interview skills, however, it was noted that the overall careers service could be improved.
- In relation to progression through the programme, students felt that they were prepared and could see their knowledge and skills developing.
- The use of guest lecturers and external experts contributing to the programmes provided exposure to the latest ideas and international best practice.
- There were no issues with the assessment load or diversity. There was a good balance of theory and practice.
- All were satisfied with the preparation for and the support provided during placement, and all parties were provided with the relevant information in advance of the placement commencing.
- All placement assessment was double marked and the Course Director ensured that students had a clear channel through which any issues could be raised and addressed.
- The gender balance of the student cohort was acknowledged (approximately 25% male/75% female) but this was the norm in this field.
- All students were very clear on their future career aspirations and the role in which they hoped to be in after five years and that their course would enable them to achieve this.

The Panel thanked the students for attending and for their engagement and candid responses. They were real advocates for the programmes. They wished the students every success in their future studies and careers.

6 MEETING WITH COURSE TEAMS

The Course Directors for each course provided a brief presentation on each programme prior to the commencement of discussions.

Existing Provision - BSc Hons Food and Nutrition; PgDip/MSc Human Nutrition; PgDip/MSc Dietetics

6.1 Student Intakes

The Panel sought and received clarification on the staggered student intakes to the Human Nutrition programme which was mainly for placement planning and noted that year 1 academic results were considered alongside an interview using existing dietitians in the field, to decide which students undertook the first placements.

The Panel suggested that links with mainland China could be investigated going forward both to increase numbers and raise the profile of the courses, although some differences in structure were noted by the Course Team.

6.2 Cohort Identity

The Panel enquired how a sense of cohort identity was developed, given that some students were full-time, some part-time and others were on placement and was advised that all students had one full year to study together during which they undertook a range of interactive assessments, joint tutorials and all students attended guest lectures. The weekly joint tutorial in the workplace also allowed students to engage with one another and share experiences and best practice. Co-ordinators in each of the hospitals providing placements also ensured regular contact and communication. The community of dietitians in Hong Kong was relatively small and everyone was in regular contact.

6.3 Assessment Strategy

The Panel enquired as to the drivers for the assessment strategy, noting that there was considerable commonality across modules. The Course Teams advised that the individual module learning outcomes underpinned and informed assessment to ensure that the knowledge and skills were being developed. This also included the development of research skills, critical thinking and independent learning through, for example, the research project. This was also the case in the undergraduate programme with modules providing students with solid foundations at that level.

Course Teams ensured that all learning outcomes were being delivered through the assessments – these were the same outcomes as the Ulster University course with a few changes to take account of local culture and diet.

6.4 Student Workload

The Course Team advised the Panel that an assessment and submission timetable was drawn up for each semester to ensure a manageable spread and changes in this regard had previously been made in direct response to student and staff feedback.

The Panel asked the Course Team to outline how assessment at Level differed to Level 7 and was advised that students at Level 7 were encouraged to be more independent learners; their levels of research skills, critical thinking and analysis were greater and developed fully through the final research project. There was a very clear progressive development from one level to another.

The Course Team confirmed that formative assessment also took place in the form of ongoing class tests on different subjects with immediate feedback provided to ensure that students were at the level to be successful in the final written assessment or examination.

In response to the question of over assessing, the Course Team advised the Panel that they took Ulster University as a guide and that course had only recently been revalidated with a significant reduction in the number of assessments and the number of module learning outcomes, in line with Ulster's new integrated curriculum design framework.

In relation to the BSc Hons Food and Nutrition, the Panel enquired how the Team engendered study skills early in the programme and was advised that transferable skills were embedded in a number of modules from the outset.

6.5 Staff Resources

In respect of part-time staff in particular, the Panel asked how these staff were trained and was advised that the course team was in regular contact with part-time lecturers. Prior to employment, a robust process was in place to scrutinise CVs and ongoing student feedback provided a mechanism through which any issues could be raised. A strong working relationship was developed with all part-time staff who also attended regular meetings, all of which assisted with retention in this regard.

6.6 Student Voice

The Panel enquired how the student voice was heard and how student feedback informed the ongoing quality of the courses. The Course Team advised that regular team meetings were held and students were also involved in Staff/Student Consultative Committees. The Ulster processes were followed but student feedback was provided on an ongoing basis and students were aware of the ways in which they could do so. Mature, self-financing students

had high expectations and were generally very vocal so as a result any issues were normally addressed at an early stage.

6.7 Practice Based Learning

The Panel enquired as to the availability of placement opportunities outside of a hospital setting. The Course Team advised that the Hospital Authority was the main placement provider but students were also able to gain experience in the community through community based projects as part of their assessments.

A robust process was in place for all aspects of Practice Based Learning to ensure consistency of experience and that learning outcomes were being met. The tripartite arrangement involved all three parties equally and each was made fully aware of expectations from the outset. Students had opportunities to provide feedback to HKU SPACE and to their placement provider and the hospitals were very keen to receive feedback. The Learning Experience Survey also provided an opportunity for students to provide candid feedback on their overall experience, including placement.

The Course Team ensured that placement opportunities provided students with experience in a number of different roles and different settings, not only hospitals.

When asked, the Course Team advised that no formal placement audits were undertaken, however, a checklist was utilised and all students completed a written placement evaluation.

6.8 Progression to Master's

The Panel noted the low uptake of the Master's and asked if there was any particular reason for this. The Course Team informed the Panel that the PgDip was the professional entry level qualification and with this students were able to gain employment in the field. They noted that students could return within a five year period to undertake the Master's and some did so. In relation to PhD study, the Course Team advised that this tended mostly to be students progressing from the BSc Hons course.

6.9 Sustainability of Dietetics provision

The Panel noted the excellent retention levels and that this was due to the fact that students were self-funding. They enquired as to the sustainability of the Dietetics course and what was to prevent this tailing off in the future. The Course Team advised that this course had been running successfully for the past 20 years and that there was a clear demand. The only risk would be if a competitor entered the market.

6.10 Alumni

The Panel enquired if any graduate video case studies were utilised to promote the programmes and was advised that they were currently developing the use of written testimonials to enhance publicity and marketing material. The Panel strongly encouraged this going forward.

MSc Sport and Exercise Nutrition

The Course Team gave a brief presentation on the new course during which they confirmed that graduates of the course would be eligible under the Ulster University's accreditation in respect of the Sport and Exercise Nutrition Register (SENr).

6.11 Intake

The projected intakes to the course for each of the next five years was 15 students and the Panel enquired if the Course Team was content with this number or if there were aspirations to grow numbers. The Team confirmed that as it a new course this number was a reasonable target intake to start off with but that they would be able to consider more. The Panel was of the view that it would be much better to state modest growth over the next five years rather than for the target to remain static. It was important to be aspirational.

6.12 Unique Selling Proposition

The Panel asked how the Course Team planned to approach the market with this new programme and develop the programme's USP. The Course Team anticipated that students that is would be a progression route from the undergraduate programme. In addition, the HKU Biosciences Faculty attracted a considerable number of students from Food and Nutrition and the Sports and Exercise Nutrition programme should do similar and there had been considerable interest to date. It comprised a good balance of food and exercise and filled a clear gap in the market.

The Course Team would continue to work with their Ulster colleagues, in particular during the initial introductory phase of the programme.

6.13 Vision

This course was pioneering in the field and the Course Team's vision was to improve the industry in helping to make Hong Kong sports outstanding in terms of nutrition and the professionalism in this field. The Panel recommended that seeking professional endorsements would greatly elevate the programme in the market, for example, with the Olympics team and rugby sevens.

6.14 Ethical Approval

It was noted that ethical approval was included as part of the assessment in the Research Project module. The Panel enquired what safeguards were in place to ensure that someone requiring ethical approval sought and gained that approval. The Course Team informed the Panel that all were required to go to the institution's Ethical Approval Committee and that everyone required this approval for their project to be allowed to proceed. Although the ethical approval element was included in the assessment, it was not assessed.

6.15 Continued Professional Development

The Course Team advised that CPD was embedded within the curriculum through a series of presentations, case studies as well as content based on the SENr.

6.16 Employability

In the UK it was noted that SEN was a growth area in terms of provision and the number of courses in the market. The Panel enquired what dialogue had taken place with key stakeholders and what job opportunities would be available for graduates. The Course Team stated that this was a part-time programme so it was most likely that students would already be in employment. They had, however, undertaken considerable market research as part of the course planning process and this demonstrated a very strong interest in the course. It was hoped that this drive would encourage the industry to see that this qualification would be a requirement for anyone working in the field in this type of role.

6.17 Prospective Students

The Panel noted that in the UK dieticians were coming onto similar programmes to supplement their existing dietician qualification and that it was essential that students from other backgrounds other than Dietetics or Sports Nutrition, for example, coaching, had covered all the fundamentals that they may not already have covered in their primary qualification. This coverage must be ensured prior to entry in addition to meeting the standard entry criteria.

The Course Team advised that the culture of diet and exercise and the number of people getting into fitness was clearly growing. The number of amateur athletes in Hong Kong was significant and these were the types of individuals who would clearly benefit – for example, coaches and fitness instructors – and this programme would greatly enhance their qualifications, employability and professionalism.

6.18 Professional Accreditation

The Course Team had confirmed during their presentation that Hong Kong graduates from this Ulster programme would also be eligible for SENr accreditation. The Panel, however, enquired if there was an intention for HKU SPACE to seek its own accreditation and this was confirmed in the event of an increase in numbers.

6.19 Student Experience

In respect of the student experience, the Panel recommended that as these students would be studying part-time, it was recommended that lectures be as interactive as possible to ensure engagement. The Panel enquired if there was any intention to upskill students in respect of laboratory techniques and although the development of these skills were not embedded into the curriculum, students would be able to do a top-up if required. It was not intended at this time to build in all aspects of the Ulster curriculum into the HKU SPACE course.

6.20 Electronic Submission

The Course Team confirmed that although the course document stated that the research project was submitted in hard copy, an electronic copy through Turnitin was also a requirement.

7 CONCLUSIONS

To conclude, the Panel were of the view that this was indeed a pioneering course in the area of sport and exercise nutrition and suggested that cross-China links also be considered going forward, for example, the development of a partnership with the Chinese Olympic team as this would be a very unique selling proposition. The Course Team advised that they had only recently signed an MOA with the Hong Kong Physical Fitness Association and this would only further enhance this course.

The Panel commended the programmes on the following:

- i) The stunning resources to support the provision;
- ii) The engagement of the very cohesive course teams;
- iii) The excellent students and the support provided to them by staff;
- iv) The very clear relationship with clinical practice;
- v) The obvious support of the senior management team and the link with the wider university;

- vi) The clear division of labour and the good understanding of staff roles and responsibilities within the course teams;
- vii) The good mechanisms for evaluating the provision;
- viii) The commitment of the institution to staff development.

The Panel agreed to recommend to the Academic Standards and Quality Enhancement Committee that the existing programmes be approved for a period of **five** years (intakes 2019/20 to 2023/24 inclusive) and the MSc Sport and Exercise Nutrition for a period of **four** years (intakes 2019/20 to 2022-23 inclusive) to align with the Ulster revalidation schedule for Unit 28Gii subject to the conditions and recommendations of the Panel being addressed and a satisfactory response and a revised submission being forwarded to the Academic Office **by 28 June 2019** for approval by the Chair of the Panel.

Minimum and maximum intakes

BSc Hons Food and Nutrition

	Mode of Attendance	Year of 1st intake	Year of 2nd intake	Year of 3rd intake	Year of 4th intake	Year of 5th intake
	PT	30	30	30	30	30
Maximum cohort size recommended by Faculty	FT	30	30	30	30	30
	PT	40	40	40	40	40
Minimum cohort size recommended by Faculty	FT	15	15	15	15	15
	PT	15	15	15	15	15

PgDip/MSc Human Nutrition

	Mode of Attendance	Year of 1st intake	Year of 2nd intake	Year of 3rd intake	Year of 4th intake	Year of 5th intake
Maximum cohort size recommended by Faculty	PT	48	0	0	48	0
Minimum cohort size recommended by Faculty	PT	18	0	0	18	0

PgDip/MSc Dietetics

	Mode of Attendance	Year of 1st intake	Year of 2nd intake	Year of 3rd intake	Year of 4th intake	Year of 5th intake
Maximum cohort size recommended by Faculty	FT	0	22	22	0	22

Minimum cohort size recommended by Faculty	FT	0	16	16	0	16
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Conditions

- i) That all issues identified by the Academic Office and detailed in the appendix to the panel report are addressed;

Recommendations

- i) To continue to lobby for the voluntary registration of Graduate Nutritionist;
- ii) To be more ambitious in clearly articulating the vision for growth in the existing provision as well as in the new MSc Sport and Exercise Nutrition (section 6.11 refers);
- iii) To keep under review resources to support the growth in numbers (sections 4.7, 6.1, 6.5, 6.11 and 6.17 refer);
- iv) To ensure the quality of the student experience is prioritised in respect of any future growth, in particular in the recruitment of full-time staff (sections 4.1, 4.7 and 6.5 refer);
- v) To ensure that careers and employability within the general professional area are both highlighted to students and identified in graduate data, in particular within Food and Nutrition (sections 4.5, 5 and 6.16 refer);
- vi) To seek further clarification on Sport and Exercise Nutrition register (SENr) accreditation with respect to HKU SPACE securing its own professional accreditation (section 6.18 refers);
- vii) To continue the existing mentoring and support arrangements provided by Ulster in support of the new MSc Sport and Exercise Nutrition programme and to monitor resources deployment in line with student numbers (sections 5, 6.3, 6.4, 6.6 and 6.12 refer).

7 APPRECIATION

The Chair thanked the Panel, in particular, the external members, and the Course Teams for their valuable contribution to the revalidation/evaluation process.