

UNIVERSITY OF ULSTER

REPORT OF A MEETING OF THE REVALIDATION PANEL FOR UNIT 5M: FINANCIAL AND BUSINESS SERVICES (SOUTH WEST COLLEGE)

15 January 2019

PANEL: Dr T Maguire, Head of School of Arts and Humanities, Ulster University [Chair]
Dr S Loane, Head of Department of Global Business and Enterprise, Ulster University
Dr R Apps, Associate Lecturer in Strategic Management, Sheffield Business School, Sheffield Hallam University
Dr E Langan, Dean of Faculty of Business and Hospitality, Athlone Institute of Technology
Ms C McGinn, Student Representative, FdSc Health and Social Care, South West College

IN ATTENDANCE: Mrs C Reid, Faculty Partnership Manager, Ulster University Business School, Ulster University
Mrs A Garland, Academic Policy and Standards Officer, Academic Office, Ulster University

APOLOGIES: Dr M Morgan, Senior Lecturer, School of Engineering, Ulster University

1 INTRODUCTION

The Panel met to consider the revalidation of the following provision within Unit 5M:

FdSc Business Services Management [**proposed new title: FdSc Business Management**] (Dungannon campus - FT/PT/PT HLA), (Enniskillen and Omagh campuses – FT/PT);

FdSc Financial Services Management [**proposed new title: FdSc Finance and Investment Management**] (FT/PT) (Omagh campus).

The Panel initially met with the Revalidation Unit Co-ordinator and members of College Senior Staff. The provision was then discussed in more detail with the Subject Team.

2 DOCUMENTATION

The Panel received the following documentation in advance of the meeting:

- (i) course submission;
- (ii) the University's Guidelines for Revalidation Panels;
- (iii) the QAA Statement for Foundation Degree Characteristics (2015);
- (iv) the QAA Benchmark Statement for Management (2015);
- (v) the QAA Benchmark Statement for Finance (2016);
- (vi) external examiner reports for 2016/17 and 2017/18;
- (vii) a statement from the Faculty Partnership Manager (CA4);
- (viii) preliminary comments from Panel members (CA7);

(ix) Academic Office notes on regulatory and standards matters.

3 PROGRESSION ROUTES

Graduates of FdSc Business Management will be eligible to progress to:

- Final year of Ulster University's BSc Hons Business Studies with Marketing (FT) (ME), subject to bridging requirements and other admission requirements being met;
- Final year of Ulster University's BSc Hons Business Studies with Enterprise (FT) (ME), subject to bridging requirements and other admission requirements being met;
- Level 5 of Ulster University's BSc Hons Business Studies (PT) (JN), subject to admission requirements being met.

Graduates of FdSc Financial Services Management will be eligible to progress to:

- 2nd year of Ulster University's BSc Hons Finance and Investment Management (FT) (JN), subject to admission requirements being met.

4 MEETING WITH SENIOR STAFF

4.1 FOUNDATION DEGREE CHARACTERISTICS

The Panel began by asking the senior staff how the programmes were distinguished as Foundation Degrees, and in particular how employer engagement and employability were integrated within the provision. The senior staff explained that the programmes were supported by an Industrial Advisory Board and that there had been extensive consultation with industry representatives. The curricula had been designed to meet the requirements of local industry, in accordance with feedback received. Cognisance had also been taken of the QAA Statement for Foundation Degree Characteristics and the University's Curriculum Design Principles. The different modes of delivery provided flexibility and the identified articulation routes were characteristic of a Foundation Degree. The Panel enquired how the Foundation Degree flavour was integrated at module level and was advised that industry representatives were involved in the delivery of modules and that assessments were applied in nature, with some tasks being set and partially assessed by local SMEs. In second year, students had the opportunity to undertake industry visits. An example was given of how students had had the opportunity to visit the Belfast Christmas market and speak to the project manager.

4.2 INDUSTRIAL ADVISORY BOARD

The Panel asked the senior staff to provide examples of the issues discussed at meetings of the Industrial Advisory Board. The senior staff advised that the lack of transversal skills amongst graduates had been raised by employers. In order to address this, a project-based assignment had been incorporated into FdSc Financial Services Management to enable the development of communication, innovation and creative thinking skills and the ability to adhere to deadlines. The Panel enquired if it was made explicit to students which skills the different assignments sought to develop. The Panel was informed that in the first week of study students were provided with a module handbook and received an induction for each module.

The senior staff reported that another development arising from discussions at the Industrial Advisory Board meetings was the expansion of the College's Higher Level Apprenticeship (HLA) provision and that, as a result of consultation with employers, the HLA model was being proposed at revalidation for FdSc Business Services Management. The senior staff emphasised the importance of the Industrial Advisory Board for both the College and employers.

4.3 PROGRAMME TITLES

The Panel discussed the proposals to change the titles of the programmes with the senior staff.

Proposal to change the Title of FdSc Business Services Management to FdSc Business Management

The Panel noted that this new title had been approved by the University's Academic Planning Advisory Group, at its meeting in November 2018, subject to approval by the Revalidation Panel. The Panel was supportive of this change in title.

Proposal to change the Title of FdSc Financial Services Management to FdSc Finance and Investment Management

It was noted that the proposal to change the title of the Financial Services Management programme had not yet been considered by the University's Academic Planning Advisory Group. The Panel queried the rationale for this proposal and was advised that it was a result of feedback from employers, students and the external examiner. The Panel was of the view that the title 'Finance and Investment Management' did not reflect the learning outcomes and content of the programme.

4.4 MINIMUM AND MAXIMUM COHORT SIZES AND QUALITY OF STUDENT EXPERIENCE

The Panel noted the following proposed minimum and maximum cohort sizes:

FdSc Business Management

<u>Mode of Attendance</u>	<u>Minimum Cohort Size</u>	<u>Maximum Cohort Size</u>
Full-time	15 students at each campus	24 students at each campus
Part-time	8 students at each campus	24 students at each campus

FdSc Financial Services Management

<u>Mode of Attendance</u>	<u>Minimum Cohort Size</u>	<u>Maximum Cohort Size</u>
Full-time	10 students	20 students
Part-time	5 students	20 students

The Panel noted that the course document stated that the FdSc Financial Services Management programme was unlikely to recruit a minimum of 15 students and queried

how this would affect the student experience and the viability of the programme. The senior staff explained that South West College was a rural college that aimed to provide as broad a range of programmes as possible. All programmes were advertised subject to cohort sizes. The senior staff assured the Panel that the quality of the student experience would be kept under review. As this was a niche programme delivered in a rural area, the Faculty Partnership Manager confirmed that the Ulster University Business School was supportive of a smaller cohort size.

4.5 PARITY OF EXPERIENCE ACROSS CAMPUSES

The Panel noted that FdSc Business Management was delivered at three of the College's campuses and enquired how parity of experience was ensured. The Panel was informed that there was a Cross-Campus Co-ordinator and that staff from the different campuses met to review and share good practice. There were also lecturers who delivered modules at more than one campus and cross-campus moderation was carried out. Students on all campuses had access to the same material on Blackboard.

4.6 COMMON MODULES

The Panel suggested developing common modules across both programmes and was of the view that the *Academic and Career Enhancement Skills* module in the Business Management programme and the *Personal and Professional Development in Finance* module in the Financial Services Management programme could be amalgamated to develop a common module for both courses. The Panel also suggested that consideration be given to developing a common economics module for both programmes.

4.7 INTERNATIONALISATION

The Panel commended the focus of the provision on local industry, but enquired how internationalisation was incorporated. The senior staff assured the Panel that the global sector was covered within the FdSc Financial Services Management programme and that a *Global Business Environment* module had been included in FdSc Business Management. A wide range of opportunities for exchanges, under the ERASMUS+ programme, and opportunities for international placements were available to students. Staff, as well as students, had undertaken exchanges and had incorporated their experience into the provision. The Panel was of the view that the international flavour of the programmes should be made more explicit in the revalidation document.

4.8 OPPORTUNITIES TO GAIN ADDITIONAL QUALIFICATIONS

The Panel enquired if any opportunities existed for students on the programmes to gain additional qualifications and was informed that the College had implemented the Higher Education Achievement Record (HEAR) and that available additional qualifications and ways of developing employability skills were actively promoted amongst students. The accredited Digital Badge was open to all Higher Education students and between 70% and 80% of students in the College undertook this. In terms of professional accreditation, the Institute of Leadership and Management (ILM) Level 5 modules had been mapped to FdSc Business Services Management enabling students on this programme to achieve the ILM Level 5 Certificate.

4.9 STAFFING RESOURCES

The Panel was concerned to note that one staff member was responsible for delivering 100 credit points out of a total of 120 points at Level 5 in the Financial Services Management programme. The senior staff advised that staff from the Business Management Team could deliver some of the modules if required and that there was a register of part-time staff. The senior staff however acknowledged that this should be reviewed to reduce the workload of the particular staff member and also in terms of the student experience.

5 MEETING WITH STUDENTS

The Panel met with a group of eight students comprising a graduate of the Business Services Management programme and representatives from both courses and the different campuses.

5.1 STUDENT INDUCTION

The Panel enquired what the induction process entailed and was informed that students were given a tour of the Learning Resource Centre and were introduced to tutors and the different support services available at the College. Students also received instruction on how to use Blackboard and participated in various induction activities.

5.2 CLASS SIZE

The Panel was informed by the students on the Financial Services Management programme that there were currently only four students in their class but that they liked the small class. The Panel was advised that there were currently ten students in the Business Services Management class.

5.3 STUDENT SUPPORT

The students praised the support given by the tutors both during class and outside of class time and stated that tutors had scheduled times when students could meet with them. In response to a question from the Panel, the students advised that IT and numeracy skills were supported through class tests and assignments.

5.4 ASSESSMENT

The Panel sought the students' views on the appropriateness of the assessment. The Financial Services Management students stated that they liked the way they were tested each week. All students confirmed that formative feedback was given throughout modules and that they received helpful feedback on their assignments.

5.5 GROUP WORK

Given the very small number of students on the Financial Services Management programme, the Panel enquired how group work was managed. The students advised they worked in one group or in two groups of two students each.

The students on both courses confirmed that in group work assignments 25% of the mark was awarded for individual contribution which was assessed using methods such as a diary or minutes written by the individual.

5.6 ACCESS TO RESOURCES

The students reported that resources were easily accessed and advised that the Financial Services Management resources were mostly online.

5.7 EMPLOYABILITY SKILLS

The students confirmed that the programmes enabled them to develop valuable employability skills. One student stated that she was currently employed by a charity and that the skills and knowledge she had developed in the areas of marketing, finance and law, as a result of taking the course, had been valuable to the company. The students advised that there were tutorial sessions where they discussed their progress and set goals.

5.8 WORK-BASED LEARNING

The Panel discussed the work-based learning placement with the students, including how it was sourced and its duration. The students advised that they were encouraged to find their own placements but support was provided from tutors. All placements had to be approved by the Work-based Learning Tutor. Students on the Financial Services Management programme undertook 15 weeks of placement and those on the Business Services Management programme were required to complete 12 weeks of placement.

5.9 HEAR

The Panel enquired if the students engaged in HEAR but the students did not seem to be aware of this.

5.10 STUDENT VIEWS ON THE PROVISION

All of the students agreed that they would recommend the provision. The students appreciated that the classes were timetabled in such a way that they were able to combine full-time study and part-time work. The students commended the support provided by staff and the opportunities and experiences afforded to them by the provision. Most of the students stated that they wished to progress to Ulster University to complete an Honours degree.

The Chair thanked the students for meeting with the Panel and wished them well in their studies and future careers.

6 MEETING WITH THE SUBJECT TEAM

6.1 RATIONALE FOR CHANGES TO PROVISION

The Panel began by asking the Team to outline the rationale for the changes made to the provision for revalidation. The Team explained that a meeting of teaching staff had been held to reflect on past experience and employers had been consulted. The *Marketing*

Management, Global Business Environment and Finance for Decision Making modules had been included in the FdSc Business Management programme as a result of feedback from students, industry and staff at the University. The Team advised that the word-count for the project in the *Work-Based Learning* module had been increased to enable students to reflect more on what they had covered at Levels 4 and 5.

In terms of the subject area of marketing, there had previously only been one marketing module included in the Business Services Management programme, but a second marketing module, *Marketing Management*, had been added. The reason for this was that many students with no marketing background enrolled on the course and wished to progress to a career in marketing. The *Principles of Marketing* module was delivered at Level 4 and the new *Marketing Management* module would be delivered at Level 5.

6.2 UNDERPINNING PEDAGOGIC PHILOSOPHY

The Team stated that the pedagogic philosophy underpinning the programmes was the desire to provide a transformative learning experience. The Panel was advised that a Learning, Teaching and Assessment strategy was in place and that all staff were trained in teaching thinking skills. Much emphasis was placed on engaging with students and encouraging them to participate and to reflect using a wide variety of assessment methods.

6.3 ASSESSMENT STRATEGY

6.3.1 Overall Strategy

The Panel asked the Team to outline the overall assessment strategy and explain how this translated to the individual modules and contributed to the Foundation Degree flavour of the provision. The Team explained that the assessment had been developed in accordance with the University's Principles of Assessment and Feedback for Learning. A number of assignments involved input from industry or the use of case studies and training software was used in the *Finance Investment and Analysis* module in the FdSc Financial Services Management programme. The different types of assessment had been reviewed to ensure that students were assessed using a broad range of methods, which included a mix of coursework and examination.

The Panel enquired if details about each assignment were provided to students and was informed that students were provided with a course handbook and module handbooks which contained an assessment schedule and information on assignment submission dates. Students were also given a clear understanding of the requirements of the programme at induction.

The Panel enquired what support was given to students to enable them to write 2,000-word reports. The Team explained that the report would be divided into sections and a deadline set for each section in line with when the relevant content was taught in class. This process was outlined in the assignment briefs provided for each piece of assessment. Additional academic writing support could be accessed outside of the classroom.

The Panel queried why the first coursework assignment for the Business Management programme was not due until week 6 and was of the view that an

earlier piece of assessment would be beneficial. The Team explained that formative assessment would take place before this stage.

6.3.2 Formative Assessment

The Team advised the Panel that each module incorporated formative assessment tasks and feedback and that there was input from tutors on drafts of assignments before the summative piece of work was submitted. The Panel was of the view that the formative assessment and feedback should be formally articulated in the revalidation document.

6.3.3 Financial Mathematics and Statistics Module

The Panel noted that the *Financial Mathematics and Statistics* module description stated that all pieces of coursework had to be successfully passed in order to complete the module but that no reference was made to this in the course regulations. The Faculty Partnership Manager encouraged the Team to remove this requirement and the Team agreed to delete the statement from the module description.

The Panel further noted that this module had three pieces of assessment instead of two as per the University's Curriculum Design Principles and asked the Team to provide a rationale. The Team explained that one of the pieces of coursework involved completion of eight workshop tasks during tutorial classes. This enabled students to track their progress each week and the inclusion of these tasks had been encouraged by the external examiner. The Panel suggested that the workshop tasks be undertaken as formative assessment but the Team was concerned that students would not engage with them if they did not contribute to the mark for the module. Furthermore, these weekly tasks prepared students for the quantitative mathematics studied in semester 2. The Chair of the Panel asked the Team to provide a formal rationale for the inclusion of three pieces of coursework in this module.

6.3.4 Marking Schemes

The Team advised that standardised rubrics were used for marking assignments for both programmes and across the different campuses in the case of the Business Management course. Each section of an assignment was weighted and students were provided with this information. Assignments were submitted in hard copy and also through Turnitin.

6.3.5 Cross-Module Assessment

The Panel enquired if there were any instances of cross-module assessment and was informed that the *Academic and Career Enhancement Skills* module incorporated elements of this.

6.4 PLAGIARISM AND CONTRACT CHEATING

In response to a question from the Panel, the Team confirmed that a plagiarism policy was in place and that the seriousness of plagiarism was highlighted to students from the outset.

Turnitin was used as a developmental tool to provide support for students with academic writing.

The Panel enquired if a policy was in place with regard to contract cheating. The Team acknowledged that this was a type of cheating for which a College policy was yet to be developed but stated that student groups on both programmes were small which enabled tutors to become acquainted with each student's style. If a tutor suspected that a piece of work was not the student's own, an oral examination could be carried out. The Team stated that the use of formative assessment would discourage and aid in the detection of instances of contract cheating.

6.5 DELIVERY

In response to a query from the Panel, the Team advised that part-time students were taught together with the full-time students. The Team explained that part-time students had six hours of taught classes, a one-hour tutorial and one hour of academic support.

The Panel enquired how the method and requirements of 'flipped learning' were conveyed to students. The Team advised that students were informed how many hours per week they needed to spend studying in order to achieve their full potential and that a breakdown of the hours students were expected to study was provided for each module. Students were also given guidance at module level on a week-to-week basis. Blackboard could be accessed at any time and because of the relatively small student numbers, potential problems would be detected at an early stage.

6.6 CONTENT

6.6.1 Work-Based Learning Module

The Panel noted that the 40-credit point *Work-Based Learning* module was delivered in two blocks of 20-points in the Business Management HLA part-time route. The Panel advised the Team that two 20-credit point *Work-Based Learning* modules would be required to be developed for this route.

The Panel enquired how students obtained a work placement. The Team explained that representatives from local businesses came to the College and spoke to students about potential placements. Students were then interviewed either individually or in a group. Some employers approached staff directly and advised of the type of student they were seeking. The Panel enquired how the placements were quality checked and was advised that the Placement Tutor engaged with employers to ensure that projects were appropriate in terms of meeting the module learning outcomes and academic standards, as well as benefitting the employer. A tripartite agreement was put in place between the employer, the Placement Tutor and the student. The Team reported that some employers offered their placement students full-time employment at the end of the placement or held jobs for students until they had completed their degree.

The Panel queried how it was ensured that students who undertook the placement element of the programme in their current place of employment were given appropriate opportunities. The Team stated that it was made clear to employers that the placement element of the programme should provide a different experience and opportunities for using initiative and problem solving skills. All

students were visited to ensure they were being given appropriate opportunities and students had been moved to different placements and projects revisited in the past to ensure students were receiving an appropriate experience. The Team advised that the College did not require placements to be paid but that the majority of placements were paid, and that students on placement often had opportunities to accompany the employer to different events and undertake in-house training for which they were awarded certificates.

The Panel was informed that opportunities existed for students to undertake placements abroad and advised that the College had links in China and Europe. The Team reported that two members of staff had undertaken placements in Madrid last year and how one of them had incorporated his experience of digital strategies from the placement into the curriculum. The Panel was of the view that information about the international opportunities available to staff and students should be included in the revalidation documentation.

FdSc Business Management

6.6.2 Principles of Economics Module

The Panel expressed surprise at the learning outcomes of the *Principles of Economics* module and was of the view that the syllabus was unusual and that a more conventional module in economics would be more appropriate. The Panel therefore enquired why the Team had chosen these learning outcomes rather than a more conventional introductory course to economics. The Team stated that the aim of the module was to build economic principles of knowledge and apply them to local business and that, in practice, the module was much more general than the impression given by the module description. The Panel was of the view that the module learning outcomes did not relate to the reading list and recommended that the learning outcomes and the reading list be revisited. The Panel highlighted the need to ensure that students had an underpinning knowledge of economics.

6.6.3 Marketing

The Panel queried why progression within the programme in a particular subject area from Level 4 to Level 5 only applied to marketing. The Team stated that there was also progression from Level 4 to Level 5 in the areas of Finance and Accounting. A number of students progressed to study marketing as a specialism at Level 6 and SMEs had reported a marketing skills gap. The Panel enquired if international marketing was covered within the programme and was informed that the *Principles of Marketing* module included an assignment on global marketing. The Team advised that the marketing studied at Level 5 was more contextualised with students being required to develop a marketing plan for a local business, although global marketing was covered in terms of how local SMEs engaged with the global market.

6.6.4 Missing Content

The Panel was of the view that a module focusing on business strategy / business planning should have been included in the Business Management programme and queried the rationale for its exclusion. The Team stated that this aspect was covered in the *Principles of Marketing* and *Marketing Management* modules, the

latter of which required students to develop a marketing strategy. Furthermore, there was a module on business strategy at Level 6 in the Honours degree programme to which students could progress. The Panel pointed out that the Foundation Degree was a free-standing programme and was of the view that an introduction to business policy and strategy should be included in the Foundation Degree.

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6.6.5 Microeconomic Principles

The Panel queried the focus on microeconomics and why the study of macroeconomics had not been included in this module. The Team advised that macroeconomics was covered in the *Financial Institutions and Markets* module and was also covered in the Honours Degree programme.

6.6.6 Financial Institutions and Markets Module

The Panel suggested that the title of this module be changed to *Financial Markets and Institutions*.

6.6.7 Business and Career Enterprise Module

The Panel queried whether the inclusion of this module was appropriate but the Team advised that a number of graduates of the programme eventually pursued the route of self-employment.

The Panel noted that the revalidation document stated that this module was delivered fully online and enquired if the module involved any face-to-face delivery. The Team confirmed that it did not and assured the Panel that the College had a history of delivering online modules. This module, which was delivered alongside the *Work-Based Learning* module, had been designed as fully online to facilitate students who wished to undertake their placement in a different country. The module provided an ongoing interactive experience for students. All materials were available online and assignments were submitted online. The Panel highlighted the need to investigate copyright issues that may arise from the resources being accessed from a different country.

6.6.8 Missing Content

The Panel was concerned that the Financial Services Management programme, which the Team was proposing to re-title Finance and Investment Management, appeared to be lacking in investment content. The Team stated that students were introduced to various types of funds at Level 4 and that this area was also covered in the Level 5 *Finance Investment and Analysis* module. The Panel suggested replacing the *Business and Career Enterprise* module with a module on investment management covering different financial institutions and elements of financial regulation.

6.7 READING REQUIREMENTS

A discussion took place around the module reading lists and what was required of students in terms of reading. The Team confirmed that all of the reading lists were available on Blackboard and explained that each list included required and recommended reading. Additional material was also posted on Blackboard. The Team advised that in order to perform well at Level 5, students would be expected to undertake further reading and to read journals. The Panel was of the view that it was not clear from the module reading lists what the expectation in terms of reading was and queried how students would know. The Team advised that, for example, in the Financial Services Management programme there was an expectation that students would be able to critically analyse and apply knowledge to real world situations. This requirement would be made clear at module level and in the grading rubric. With regard to the Business Management programme, the Panel was advised that students had access to a number of journals such as *The Economist* and *The Harvard Business Review*. Staff also distributed articles in class for discussion.

The Team advised that during induction students were shown by LRC staff how to access the different resources and that the *Academic and Career Enhancement Skills* module included a workshop dedicated to accessing reading material. The Team confirmed that all of the required texts were available in the LRC and that there was no expectation that students would purchase texts. An inter-campus loan service was available and the Panel was advised that the LRC staff provided excellent support for students and staff.

6.8 PROGRESSION

In response to a question from the Panel the Team advised that progression routes to Honours Degree study were explained to students during the application process for the Foundation Degrees. Opportunities for progression were subsequently discussed in tutorial sessions and individually with students. The Team explained that some students preferred to take up employment on completion of the Foundation Degree and that the work-based learning element provided insight into the different employment opportunities available.

7 CONCLUSIONS

The Panel commended the following aspects of the provision:

- (i) the experienced Team and the provision brought forward for revalidation which built on a significant track record;
- (ii) the engagement with a range of employers through a number of mechanisms that had provided key information in identifying the demand for the provision, had informed the design of the curriculum and which supported the learning experience of students on the programmes and through placement;
- (iii) the coherence and consistency of the operation and the delivery of the FdSc Business Management programme across the different campuses, which included a range of Team meetings and joint activities involving students from the different campuses;

- (iv) the support for student and staff international mobility, particularly through ERASMUS+;
- (v) the strong commitment to student-centred provision. This is particularly evident in the degree of flexibility and responsiveness to the particular circumstances of student cohorts and local conditions, the development of the demands on students to apply theory and practice to localised case studies at Level 5, and the progressive development of tasks across modules leading to the substantial summative assessment submissions;
- (vi) the articulation to students of progression within and from the programme, and associated opportunities for career development.

The Panel agreed to recommend to the Academic Standards and Quality Enhancement Committee that the programmes be approved for a period of five years (intakes 2019/20 – 2023/24), subject to the conditions and recommendations of the Panel being addressed, and a satisfactory response and revised submission being forwarded to the Academic Office by 26 February 2019 for approval by the Chair of the Panel.

The Panel approved the proposed change in title for FdSc Business Services Management to FdSc Business Management and the proposed HLA part-time mode of delivery. The Panel did not however approve the proposed new title for FdSc Financial Services Management on the grounds that the proposed new title of Finance and Investment Management did not reflect the content and learning outcomes of the programme.

Conditions

- (i) that all of the points raised by the Academic Office in the Appendix be addressed;
- (ii) that the current title for FdSc Financial Services Management be retained;
- (iii) that the use of the term 'elite' be removed from all references to the HLA part-time mode;
- (iv) that, in addition to the 40-credit point Work Based Learning module, two 20-point modules be created for the part-time HLA route which splits the 40 credit points of work based learning, with 20 points taken in Year 1 semester 3 and 20 points taken in Year 2 semester 3;
- (v) that the hidden fail in the *Financial Mathematics and Statistics* module (ACF101) be removed.

Strong Recommendation

That staffing resources be reviewed in order to ensure the sustainability of modules and minimise over-utilisation of one staff member in either of the programmes.

Recommendations

- (i) that the assessment strategy be better articulated to make explicit reference to its specific underpinning pedagogic principles and approach to ensuring coherence and consistency within and between programmes;
- (ii) that the specific opportunities and support for internationalisation of the student experience be clarified in the revised document to identify how this is articulated within the curriculum of both programmes and in supporting student placement opportunities;
- (iii) that the Team review and articulate, in the revised document, the approach to the relationship between formative and summative assessment and, consequently, the scheduling of summative assessments across the semester;
- (iv) that the Team review and articulate the strategy within each programme for specifying required and recommended resources in the module description reading lists to ensure a consistent and coherent approach. This should also address the place of the range of specialist online resources available to students;
- (v) that the Team review the contact hours for time-tabled sessions to reflect the developing pedagogic approaches associated with 'flipped learning' and develop a shared approach to the support for students to structure their independent learning hours;
- (vi) that, the required contact hours fully reflect the difference between full-time and part-time modes of study;
- (vii) that the relevant sections of the course document be revised to articulate more clearly the strengths and good practice in the following areas:
 - skills development;
 - the policies and practices supporting employability;
 - the management of work-based learning;
- (viii) that further opportunities for specific accreditation of skills within the programmes be identified;
- (ix) that the *Principles of Economics* module be reviewed.

8 APPRECIATION

The Chair of the Panel thanked the College staff for their hospitality and the Panel members for their valuable contribution to the revalidation process. The College staff also thanked the Panel members for their feedback.