

**OPERATIONAL SPECIFICATION**

**Programme Title: HNC Marine Engineering**

**Partner Institution: Cornwall College at Falmouth Marine School**

**Programme Start Date: September 2014**

**First Date of Award: July 2016 (Part time only)**

**Date(s) of Revision(s) to this Document:**

*This document is designed to support approval events as it outlines the operational activities required to deliver and further enhance the standards and quality defined within the Programme Specification, are planned for. Post approval, this document is designed to be used by a Programme Committee, as a guidance document.*

*This document should be maintained as a working support document to support the development of the Programme Specification, Programme Details and Annual Programme Monitoring documents. Therefore this document should be current and correct in representing the operation of this programme.*

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1. **The Programme Committee**
   1. **Terms of reference**

*The Programme Committee (PC) exists as the functional authority for delivery, development and review of this specific programme’s teaching, learning and assessment. To do this it engages with a wide range of information sources, not limited to but including all aspects detailed within Plymouth University’s current Quality and Standards Assurance process for annual monitoring of partnership programmes. As an entity, the PC ultimately aids in the development and approval of the programme’s Action Plan, this Operational Specification document and proposals for making formal changes to the Programme Specification and/or Programme Details document.*

*Membership consists of the programme leader/manager as the chair plus representation for all aspects of the programme’s learning, teaching and assessment as well as representation from the University as the degree awarding body and the delivery partner’s own HE management. The Programme Committee exists as a continuous entity throughout the academic year with the responsibilities of each of its members spanning that period. It should not be confused with the individual occurrences of the two formal programme committee meetings (PCM) held annually, as representation on the committee by University representatives and the institutions own HE management may not necessarily extend to presence at PCMs.*

* 1. **Membership**

|  |  |  |
| --- | --- | --- |
| **Name:** | **Representing:** | **Contact:** |
| **Programme Leader:** | **Programme Committee Chair, Programme Leader and**  **Module Leader for:** |  |
| Martin Peart | HNC Marine Engineering | [martin.peart@cornwall.ac.uk](mailto:martin.peart@cornwall.ac.uk) |
| **Module Leaders:**  Peter Thorpe  Martin Peart  Brian Stretton | **Modules:**  CORF143 - Analytical Methods  CORF144 - Engineering Science  CORF145 - Naval Architecture  CORF146 - Project Management  CORF151 - Engineering Business Management Techniques  CORF152 - Marine Composite Materials  CORF153 - Marine Control and Instrumentation Systems  CORF154 - Work-based Experience  CORF147 - Pneumatic And Hydraulic Systems Design and Management  CORF148 - Advanced Computer Aided Design | [peter.thorpe@cornwall.ac.uk](mailto:peter.thorpe@cornwall.ac.uk)  [martin.peart@cornwall.ac.uk](mailto:martin.peart@cornwall.ac.uk)  [brian.stretton@cornwall.ac.uk](mailto:brian.stretton@cornwall.ac.uk) |
|  |  |  |
| **Student Representative(s):** | **Stages:** |  |
| TBC | TBC | TBC |
| **Institutional Members:** |  |  |
| Melanie Lake  David Stedman | CHEAR  HE Co-ordinator | [melanie.lake@cornwall.ac.uk](mailto:melanie.lake@cornwall.ac.uk)  [david.stedman@falmouthmarineschool.ac.uk](mailto:david.stedman@falmouthmarineschool.ac.uk) |
| **Learning Centre Representative(s):** |  |  |
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|  |  |  |

1. **Core Operational Activities**

*The core operation of the programme involves the individualisation of the student experience, holistically involving and engaging the student voice, and managing learning, teaching, assessment and feedback across the diversity of the programme.*

*The following sub-sections provide a reference for areas of operational importance. Each provides the opportunity for including specific instruction and/or guidance for members of this programme committee. As such, it is the remit of the chair of the programme committee to amend these as time and experience dictates, as well as ensuring approval is met by the programme committee:*

* 1. **The individualised student experience**

*Policy, process and procedure exist for supporting the individual HE journey of each student. This is underpinned by the University’s* [*Teaching, Learning and Student Experience Strategy*](http://www.plymouth.ac.uk/files/extranet/docs/QAL/Teaching%20Learning%20and%20Student%20Experience%20Strategy%20Final%20with%20logo.pdf) *2013-2020:*

* + 1. **Recruitment and Admissions**

*The University’s externally facing Admissions Policy may be accessed via:* [*http://www1.plymouth.ac.uk/applicant/admissions/Pages/admissionspolicy.aspx*](http://www1.plymouth.ac.uk/applicant/admissions/Pages/admissionspolicy.aspx)*.*

Falmouth Marine School has a consistent profile of more than half of our HE students coming from out of county; however demand for this programme is anticipated from applicants employed within engineering and marine based industries within the south-west of England.

Falmouth Marine School employs two full time members of staff within an Employment and Enterprise role, they are tasked with developing links with marine industries and it is expected that this liaison will be an effective route for recruitment.

As part of the Corporate University Courses Marketing Plan, the University Courses Schools Liaison Manager arranges presentations and interactive activities highlighting the courses offered at university level at the College. These presentations may be by the Director of HE, key HE staff from relevant campus sites, Corporate Management Team members, Programme Managers or Student Ambassadors. In addition, the College attend UCAS events throughout the spring at which this course will be presented to potential students across the country.

Debbie Belfitt is the Corporate Admissions Manager for HE programmes. The Admissions process for the Cornwall College Group including Duchy College and Falmouth Marine School is as follows:

1. Applications for our full-time HE provision are received electronically via UCAS and downloaded by the respective HE Admissions staff at both Camborne and Duchy sites.
2. Applicants are sent an acknowledgement upon receipt of their application.
3. All applicants are invited to attend either interviews or taster days. An alternative of telephone or email contact is available should an applicant not be able to attend the college.
4. UCAS applications are sent to course managers along with a decision document to complete once they are ready to make the applicant an offer.
5. Decision documents are sent back to the HE Admissions staff at their respective site who will then forward them to the HE Admissions staff at Camborne or Duchy sites to process formally via UCAS.
6. Responses to offers are recorded and acknowledged by HE Admissions staff.
7. Monthly reports (more frequently upon request) are sent out to senior management and course managers recording progress of recruitment.
8. UCAS applications cease on 30th June. Clearing and Late Registration commences 1st July.
9. All course managers are notified of clearing arrangements and the process for late registration prior to 1st July.
10. A level results day – Camborne operate a clearing call centre to cover all C78 campus sites to include: Falmouth, Newquay, St Austell, Saltash and Camborne. Duchy College D55 operate a clearing hotline for Stoke Climsland and Rosewarne courses.
11. All conditional acceptances are confirmed during July and August and joining instructions sent out to all applicants who are Unconditional Firm.

The College run a sequence of Open Events for potential students that are promoted widely in the press and on local radio, on Facebook, through UCAS adverts and a printed mini-prospectus sent out to households in Devon and Cornwall. The University Courses prospectus for 2014-15 includes information on the HNC Marine Engineering and Management

Detailed course information for this course and all courses is available on the College website at all times. The Marketing Team send out an average of 50 press releases a month and there is a procedure for marketing newly approved courses so we can anticipate active recruitment for this programme.

The Cornwall College Group provision includes a range of successful FE Level-3 programmes throughout its campuses which includes programmes in Engineering and it is intended that this Level-3 programme with suitable part time/ full time employment will provide a transition route for students on to the proposed HNC Marine Engineering programme.

Apprenticeships and employer responsive courses are a strong element of provision at all levels of engineering and boatbuilding within FMS, and there are specific programmes aimed at marine engineering, marine electrical, marine hydraulics and boatbuilding all of which continue to build on the college’s relationship with industry members. The development of these strong, on-going links with industry would assist in ensuring that industry links and employment progression routes for students will remain as one of the key focus areas associated with the proposed course. The development of these links would also provide the opportunity for developing part-time, day release, provision for employees to attain an HNC Marine Engineering.

It is additionally noted that admission to this programme should give opportunities to those employed within the marine industries that would have completed a relevant level 3 apprenticeship which would not feature as part of the UCAS tariff. Others applying to study on this programme of learning will be expected to be in either part time or full time employment within an engineering or marine related industry.

* + 1. **Enrolment and Induction**

*Useful links:*

* *[Enrolment Process guidance and paperwork](https://staff.plymouth.ac.uk/upcfacul/procandtemps/intranet.htm)*
* [*Student Induction and Study File*](http://www.studywithplymouth.ac.uk/)

The HE Operations Team is responsible for leading a common approach to enrolment on behalf of the University.  All students are enrolled at the start of the academic year following the specific requirements of Cornwall College and Plymouth University.  Local arrangements for enrolment vary per course and by year and are confirmed by the Head of College during the summer term. The Programme Manager is responsible for engaging fully with this process to ensure students are enrolled in a timely and accurate way through the process. Upon completion of enrolment, students are then identified as registered with the College to ensure they can access College specific resources and subsequently their data is recorded securely and locally for data monitoring purposes.

A College level Induction is held prior to the commencement of the programmes. At this event students are introduced to higher education in the general sense as this process covers students affiliated with multiple university partners.  The Programme specific induction will then focus on the particular features of being affiliated with Plymouth University including accessing university resources and systems supported by College staff in the Learning Resource Centre who have developed expertise in working with the University.

The Programme specific Induction features scheduled activities that include study support, learning support and support services inductions. Tours of the College and facilities are undertaken, handbooks are given out and disseminated and social/ ice breaking activities are undertaken.

* + 1. **Disability, Equality and Diversity**

*(For information, Plymouth University’s Equality and Diversity community:* [*https://intranet.plymouth.ac.uk/equality/intranet.htm*](https://intranet.plymouth.ac.uk/equality/intranet.htm)*)*

Cornwall College is committed to providing equality of opportunity to for all staff, students and the wider community. To promote this commitment the college has appointed two members of staff who work to co-ordinate Equality and Diversity and Cultural Diversity. The College has developed and implemented a number of related polices including; Dignity at Work Policy, Equality and Diversity Policy (2013) and Single Equality Scheme (2012-15). Effective adoption of these policies has been driven through a related series of action plans that have become fully incorporated within general course management and college management procedures.

The College is very supportive of students with disabilities, and year-on-year we are making adjustments to assist these students throughout their studies. On notification of any registered disability or need for learning support, the Admissions Officer will notify the Programme Manager and Student Services to ensure that applicants are aware of the support available. Student Services will contact students about how to apply for support and guide them through the process to ensure that support is in place at the start of the academic year. The Programme Manager should check prior to commencement of the programme and ensure that appropriate adjustments are undertaken. The combination of practical skills and academic development will be combined with a matched range of assessment and feedback styles that would ensure that the mixed academic and vocational background of the applicants does not become a barrier to the success and progression of any learner.

Cornwall College has a strong Widening Participation agenda. Historically we have worked with students, who for reasons of ability have not been able to undertake the same form of assessment as their peers. These students have been offered alternative assessments which have been agreed in advance with Disability Assist, the subject forum chair and external examiners. The teaching team are both confident and creative in the solutions they have found and these students have been able to achieve.

* + 1. **Pastoral**

*For information, the* [*University Personal Tutoring pages include key resources and the personal tutoring policy.*](http://www1.plymouth.ac.uk/ouruniversity/teachlearn/guidanceresources/Pages/personaltutoring.aspx)

Students will have a dedicated **Personal Tutor** throughout their studies. A personal tutor is there to provide additional academic and personal support concerning issues that may affect studies and tutors will be allocated at the commencement of study.

Personal Tutors are particularly important for students in their first year, helping them to manage the transition from school or the workplace to university-style life. Personal tutors also assist with helping students to engage with important aspects of preparation for their career and or progression to further study and profiling their progress through the programme.

* + 1. **Library, Study Skills and IT Support**

*For information, the University supports staff and students through the* [*Library User Guide and lib guide pages.*](http://plymouth.libguides.com/partners)

We have the resources in place for the delivery of this programme, given our existing HE provision at Falmouth Marine School. We have a wireless network throughout our campus, a pool of laptops for student use and interactive white boards, projectors and internet access in every classroom, lecture theatre and laboratory.  We have a comprehensive Learning Centre where experienced staff can help students with location of resources, and our book stock, given our existing provision of engineering programmes will be supplemented and updated.

Our technical support staff are very experienced in assisting students during project work and in helping with any analytical work required. The VLE and the very effective video technologies (e.g. MS Communicator) are now in widespread use throughout the college.

It is important to note that at this level of study, students are treated as responsible adults, capable of acting on their own initiative. Students may be used to a learning or workplace environment with fixed hours and routine activities. However HE study requires them to develop new study, time-management and prioritisation skills to make effective use of their study time and to meet programme deadlines. The weekly timetable consists of planned learning activities, such as lectures, and time for students to undertake additional reading, assignment preparation and private study. The contact time with lecturers is only part of the module timetable. As an indication, the average amount of ‘total student effort’ expected for a 20 credit module will be around 200 hours, students must, therefore, learn to use their time constructively.

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| --- |
| ***Key strategies to support student success***  **Programme Managers and Personal Tutors to challenge and encourage students to take proactive responsibility for their studies.**  **Work with students to demonstrate how to plan their time carefully.**  **Encourage attendance and note-taking at all lectures and tutorials and challenge non-attendance; attendance is linked to achievement.**  **Communicate the assessment schedule and deadlines clearly.**  **Encourage students to read extensively around their subject.** Just being familiar with the set text books is unlikely to be enough to pass.  **Ensure that students know where to seek help when they need.** If specific help is required, encourage communication with lecturers and tutors, even if the problem has nothing to do with their programme. |

* + 1. **Finance**

The Student Services departments are accessible to students at each Cornwall College site, offering advice and guidance regarding Student Finance, bursaries, and other available funding opportunities. Some sites will also have guidance from Finance Officers in the local offices that can support Student Services in their pastoral role.

* + 1. **Progression and/or transitional arrangements**

*The majority of programmes delivered in partnership with Plymouth University involve either transition into the programme or progression from the programme into another, or a combination of both.*

Learners successfully completing the HNC Marine Engineering may progress to:

BSc (Hons) Marine and Composite Technology, Level 5, (Plymouth University)

For those learners successfully completing the programme of learning and achieving a minimum of 60% in the core modules of study, there is the opportunity to progress to:

BEng (Hons) Marine Technology, Level 4, (Plymouth University)

There are no transitional arrangements required for the students currently undertaking the BTEC HNC Marine Engineering.

* + 1. **Complaints**

*As Plymouth University students, it is essential that the* [*University complaints procedure*](https://staff.plymouth.ac.uk/upcfacul/procandtemps/intranet.htm) *is followed. The first stage of the University’s complaints procedure involves interaction between the student(s) and the delivering institution, which should be appropriately recorded but otherwise remains the remit of the delivering institution partner. If and when a complaint is received by any member of the programme committee it should be actioned as follows:*

Normally issues relating to student life and academic study can be resolved without redress to a formal complaints procedure. Where possible, encourage your students to talk to the Programme Manager or Student Services in the first instance and resolve any issues rapidly and informally. The Student Review Process is in place for learners to air such issues in a supportive environment and anything raised in this forum will be carried forward in to tutorials and Programme Committee Meetings for review and action. Further to the Cornwall College complaints procedure being followed, if the student is still dissatisfied, they can be referred to the University.

If a student wishes the University to consider a complaint they must complete a complaint form, which can be found via the university student handbook site on the university student portal (in the section on “Rules and Regulations”).  Send this, with as much information and evidence about the case, to the Complaints Office, Plymouth University, Drake Circus, Plymouth PL4 8AA or at [complaints@plymouth.ac.uk](mailto:complaints@plymouth.ac.uk).

If the student remains dissatisfied once the University has concluded its review, they are able to ask the Office of the Independent Adjudicator for Higher Education (OIA) to review the complaint.  They can only refer your complaint to the OIA when both the College’s and the University’s procedures have been exhausted.  At that point, the student will be sent a letter by the University confirming that the institution’s procedure has concluded; this will contain information on how to contact the OIA.

* 1. **The Collective Student Experience – *The Student Voice***

*Engaging with the collective student experience comprises of involving, listening and responding to what is often referred to as ‘the student voice’. A useful reference is Plymouth University’s Student Voice web page:* [*http://www1.plymouth.ac.uk/studentvoice/Pages/default.aspx*](http://www1.plymouth.ac.uk/studentvoice/Pages/default.aspx)*).*

* + 1. **Student Representation and Enhancement**

*Student representation for each stage of the programme is made through programme committee membership, which should also reflect on enhancement activities and their impact and sustainability. Furthermore, programme committee meetings are not considered quorate without student representation.*

*Information for students on the importance o*[*f course representation has been developed in partnership with the students along with the course representation cycle.*](http://issuu.com/markeggins/docs/the_importance_of_your_views?e=3663063/3304052) *Other useful resources are available within the* [*UPSU partner college pages*](http://www.upsu.com/content/733693/)*.*

In addition to student presence through programme committee membership, it is noted that students also have representation though the Student Unions of both institutions.

Enhancement will take the form of regular industry related learning to enable learners to develop their skills set, this will be evidenced against module requirements as appropriate. Information for students on the importance o[f course representation has been developed in partnership with the students along with the course representation cycle.](http://issuu.com/markeggins/docs/the_importance_of_your_views?e=3663063/3304052) Other useful resources are available within the [UPSU partner college pages](http://www.upsu.com/content/733693/).

* + 1. **Student Perception Surveys**

*The National Student Survey (NSS) and Plymouth University’s Student Perception Questionnaire (SPQ) offer the opportunity for the Student Voice to be gathered from students individually. Additionally, there may be local methods for collating survey feedback on individual modules.*

**Student Perception Questionnaire (SPQ) and National Student Survey (NSS)**

All students on Plymouth University courses in partner colleges are given the opportunity to complete a questionnaire (SPQ) between January and March in the first year of their programmes. The questionnaire is arranged under a range of headings, the answers to which give us student views on how effectively we support their learning experience, these include teaching, assessment and feedback, academic support, learning resources, personal development opportunities. Student responses are used only in statistical form to produce a subject level report and to enable comparative data to be prepared at faculty level.

In addition students are asked to participate in the National Student Survey (NSS) at the end of their programme. Both of these provide valuable information to enable staff to improve programmes and the learning experience.

**What is the Student Perception Questionnaire (SPQ) and what is it for?**

* to give students the chance to tell us what they feel about their experience of teaching and learning at the Cornwall College
* to allow us to identify those issues that are perceived by students as affecting their education, either positively or negatively
* to provide us with a University-wide perspective and to enable staff to prioritise our actions to improve the quality of the educational experience at Cornwall College

**What does the survey achieve?**

At subject level you can expect the findings of the SPQ to be discussed at staff-student liaison groups and Programme Committee Meetings within the college. A related Action Plan is prepared to address students' concerns and this is in turn linked to the University’s Quality Assurance process, addressed through formal meetings between the University and the college. The Director of Curriculum abd Quality (HE) will review the questionnaire results with senior managers and programme teams as appropriate.

**What is the National Student Survey (NSS) and what does it mean to me?**

This national survey is designed to provide information on how universities support the student learning experience. It provides vital information to prospective students and their advisers to help them make an informed choice on what they want to study and where they should study it. The results are shown on the national Unistats website ([www.unistats.ac.uk](http://www.unistats.ac.uk/)).

The survey is an important tool, both at national level and within the University – it is seeking to capture an overall view of the student experience and the results reflect upon the standing and esteem in which the University is held; it is not the tool to use to offer feedback on local course issues which should be directed as normal through course representatives, tutors, lecturers and the Students Union. The University’s own institutional student perception questionnaire will not be issued to students involved in the national survey to avoid burdening students with too many questionnaires. We will therefore rely heavily on the NSS to secure feedback about the overall student experience.

The survey is carried out by Ipsos MORI, an independent company. It will take the form of a short online questionnaire that should only take around 5 minutes to complete. All eligible final year students will be contacted and invited to complete the survey. So that Ipsos MORI can carry out the survey, the University has been asked to provide contact details for students from its current records (this includes all contact details held by the University, including personal phone numbers). The personal data will not be used for any other purpose than the survey, and will not be passed on to any other parties/companies. All the answers will be kept confidential, with results being published in subject groupings.

* + 1. **Closing the Feedback Loop**

*This includes programme committee feedback through the student representatives as well as other methods for feeding back on the Student Voice.*

*For information, please see:* [*http://www1.plymouth.ac.uk/studentvoice/Pages/You-said,-we-did!.aspx*](http://www1.plymouth.ac.uk/studentvoice/Pages/You-said,-we-did!.aspx)*).*

Cornwall College has developed a student engagement framework which documents the student involvement into quality mechanisms and ensures that feedback on student concerns is delivered in a constructive way and can be demonstrated within the programme action plan. On some campus sites student representatives are governors or on the management committee, and feedback through Student Representatives meetings.

* 1. **Delivering the programme**

*The following subsections focus on the elements of the student experience that fall under the parameters of scheduled teaching, learning, assessment and feedback:*

* + 1. **Scheduling and Operationalising Teaching and Learning**

*For information, a range of scheduled teaching and learning are characterised in the* [*QAA (2011) explanation of contact hours*](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/contact-hours.aspx)*.*

The HE programmes currently run within the Cornwall College Group attract students from a wide variety of academic and life experience backgrounds and have a proven track record of successful progression into a range of academic and vocational routes. The inclusive, learner–centred approach that is adopted through our academic programmes encourages active student engagement and provides flexibility in how, when and where, students carry out the learning.

The HNC Marine Engineering and Management will utilise a student-centred approach to teaching and learning incorporating a variety of methods, including:

* Lectures: involving the traditional approach where a single member of staff introduces ideas or delivers facts to a group of students through to the adoption of an interactive approach involving a range of media and technologies and taking place virtually as well as in person.
* Seminars: a discussion or classroom session focusing on a particular topic or project.
* Tutorials: a meeting involving one to one or small group supervision, feedback or detailed discussion on a particular topic or project.
* Demonstrations: a session involving the demonstration of a practical skill or technique.
* Practical classes and workshops: a session involving the development and practical application of a particular skill or technique.
* Fieldwork: practical work conducted at an external site.
* Work based learning: learning that takes place in the workplace.
  + 1. **Scheduling and Operationalising Assessment and Feedback**

*For information, a range of assessment types are characterised in the* [*QAA (2011) explanation of contact hours*](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/contact-hours.aspx)*. Additionally, a key Plymouth University resource has been developed to support this: ‘The* [*Good Practice in Assessing Students Guide*](http://www.plymouth.ac.uk/files/extranet/docs/TLD/good_practice.doc‎)*’, which is aligned with the* [*Plymouth University Assessment Policy*](http://www.plymouth.ac.uk/files/extranet/.../UoP%20Assessment%20Policy.pdf‎)*:*

Assessment matrix identifying timing of assessments, type of assessments and dates for feedback are finalised during the summer term to be ready for students during induction.

The variety of assessment types adopted within the programme may include:

* Written exam; a question or set of questions relating to a particular area of study
* Written assignment; an exercise completed in writing
* Report; a description, summary or other account of an experience or activity
* Dissertation; an extended piece of written work, often the write up of a final year programme
* Oral assessment and presentation; a conversation or oral presentation on a given topic, including an individual contribution or a seminar
* Practical skills assessment; assessment of a student’s practical skills or competence
* Poster, a presentation of information by written poster
  + 1. **Maintaining and Developing Programme and Module Currency**

Maintaining programme and module currency is achieved through both engaging with stakeholder feedback and undertaking scholarly activity.

**Obtaining and engaging with stakeholder feedback:**

In addition to the considerable level of feedback from the industry that has formed the basis of this course proposal; it is suggested that the course manager will develop a steering group or Employers Forum that involves employers and stakeholders from the industry who will meet on an annual basis to review the existing programme and who will, where necessary, develop proposals for course development in line with bi-annual Programme Committee meetings.

The successful development of this programme will assist in ensuring that the course maintains a close degree of contact with the industry which will then ensure the development of effective and regular stakeholder feedback. The inclusion of the ‘Work-based Project’ module is intended to provide the students with direct experience of working within the industry. Accordingly, this module will ensure that a high degree of feedback from stakeholders can be developed and maintained.

**Undertaking scholarly activity to maintain currency in module related subject areas:**

Regular reviews of scholarly activity will form a key element of tutorials, staff assessment programmes, team meetings, APMs and industry related steering groups. Scholarly development opportunities or requirements will be reviewed regularly and those that are identified and considered appropriate to the programme, its staff or the students will then be resourced and undertaken. Funding opportunities are available for staff to undertake small research projects or further study through HE Operations. In addition, individual colleges hold CPD support funds to assist staff attendance at conferences and workshops throughout the year.

**Undertaking scholarly activity to maintain and develop professional currency in teaching and learning:**

Regular reviews of scholarly activity will form a key element of tutorials, staff assessment programmes, team meetings, APMs and industry related steering groups. Scholarly development opportunities or requirements will be reviewed regularly and those that are identified and considered appropriate to the programme, its staff or the students will then be resourced and undertaken. All staff have annual developmental observations of their teaching and support and guidance offered as appropriate.

# Peripheral Operational Activities

*‘The fundamental principle underpinning all arrangements for delivering learning opportunities with others is that the degree-awarding body [Plymouth University] has ultimate responsibility for academic standards and the quality of learning opportunities, regardless of where these opportunities are delivered and who provided them’ (QAA, 2012: B10, p6).*

*Meeting this responsibility is in the best interest of all involved and is enacted through due diligence policies, processes and procedures defined and followed by both Plymouth University as the degree-awarding body and Cornwall College as the delivering institution.*

*The following sub-sections provide a reference for areas of operational importance. Each provides the opportunity for including specific instruction and/or guidance for members of this programme committee. As such, it is the remit of the chair of the programme committee to amend these as time and experience dictates, as well as ensuring approval is met by the programme committee:*

* 1. **Alignment with the Delivering Institution’s HE management**

*Cornwall College has the remit for managing staffing and resources to deliver this programme, and therefore for ensuring that due diligence is followed at the programme committee level.*

Communication structures in Higher Education vary with campus sites but on all sites an HE Coordinator is employed to support all HE staff and link to the HE Operations team. Key staff in specific HE areas are as follows:

Curriculum and Quality – *Dr Andrew Smart (Director of HE)*

Admissions – *Debbie Belfitt (HE Admissions Manager)*

Regulations, Extenuating Circumstances, Panel and Board, Programme Committee Meetings – *Melanie Lake (Lead Corporate HE Assistant Registrar)*

SPQ and NNS, staff funding, HE achievement data – *Ruth Allen (HE Development Manager)*

Disability, equality, student support – *Sue Jones (Head of Student Services)*

* 1. **Plymouth University Operational Requirements**

*This section guides engagement with the following specific University processes:*

* + 1. **Academic Liaison with the Cognate Faculty**

*Academic Liaison Persons (ALP) are Plymouth University academics specifically aligned with partnership programmes to provide a direct link between the programme and the University’s subject-cognate area. The ALP should be well placed to understand teaching, learning and assessment, particularly within this subject area, as well as having a vestige interest in the way this programme extends the University’s portfolio. It is important that the ALP visits at a minimum of once per year.*

*(The ALP role descriptor:* [*https://staff.plymouth.ac.uk//upcfacul/procandtemps/intranet.htm*](https://staff.plymouth.ac.uk//upcfacul/procandtemps/intranet.htm)*)*

* + 1. **External Examiner**

*The subject external examiner (EE) importantly reviews assessment material and assessed work. They also seek to make an interim visit during term time, which enables them to potentially see assessment in practice and meet with students.*

*Information on the rights and responsibilities of the EE are included within the University’s regulations and guidance, which may be accessed (under the section titled ‘General’) using the following link:* [*https://staff.plymouth.ac.uk//acregsc/acadregs/intranet.htm*](https://staff.plymouth.ac.uk/acregsc/acadregs/intranet.htm)

* + 1. **Corporate Information System (CIS) – quantitative data**

The University collates quantitative data that reflects both programme and module level recruitment and achievement, which is released during the month of October (link to the data: [https://staff.plymouth.ac.uk//corpinfo/UPCAPM/intranet.htm](https://staff.plymouth.ac.uk/corpinfo/UPCAPM/intranet.htm)).

This data should be employed to indicatively reflect on programme and module health, and therefore assist in the process of annually monitoring the health of the programme’s teaching, learning and assessment.

The following details how the programme committee specifically engages with the CIS data:

The scrutiny of CIS data takes place during Programme Committee meetings. This data can be used to inform marketing strategies and admissions procedures. The data can also be used in conjunction with External Examiner comments to further develop assessment strategies.

* + 1. **Making Changes to the Programme**

*The programme committee needs to consider any changes prior to submitting a proposal to the University.*

*Guidance for proposing changes to this programme may be found on the Academic Partnerships’ processes and templates pages using the following link:* [*https://staff.plymouth.ac.uk//upcfacul/procandtemps/intranet.htm*](https://staff.plymouth.ac.uk//upcfacul/procandtemps/intranet.htm)

Through Annual Programme Monitoring and continuous scrutiny within programme teams, proposed changes to programmes are communicated within the college and implemented through procedures with Plymouth University.

**3.2.5 Programme Committee Meetings (PCM)**

*PCMs exist to enable the core programme team and student representatives to meet formally to strict agendas twice per year. These meetings are in addition to hosting the ALP’s and the EE’s visits, although they may be arranged to align.*

### Subject Assessment Panels (SAP) and Award Assessment Boards (AAB)

*SAPs involve two aspects: confirmation of marks and consideration of assessment health; this requires marks to be confirmed at module level, as well as offering the opportunity to consider the health of assessment regimes within modules.*

*Guidance may be found on the Academic Partnerships’ process and templates pages using the following link:* [*https://staff.plymouth.ac.uk//upcfacul/procandtemps/intranet.htm*](https://staff.plymouth.ac.uk//upcfacul/procandtemps/intranet.htm)*)*

The SAP for all modules would take place approximately three weeks after the end of the summer term and will be organised by the relevant Corporate HE Assistant Registrar (CHEAR).

The composition of the SAP(s) will be:

* Programme Manager (Chair)
* Corporate Higher Education Assistant Registrar (CHEAR)
* Module Leaders
* Subject External Examiner
* Representative from Plymouth University (normally the Faculty Partnerships Manager)

The Award Assessment Board will take place approximately one week after the SAP meeting; at which the relevant site Award External Examiner will be present:

The composition of the AAB(s) will be:

* Programme Manager
* Corporate Higher Education Assistant Registrar (CHEAR)
* Award External Examiner
* Representative from Plymouth University – Faculty Partnerships Manager (Chair)
* Director of Quality and Curriculum for HE or appropriate delegated representative

**OS4 References:**

*QAA, 2011, Explaining contact hours, Guidance for institutions providing public information about higher education in the UK,* [*http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/contact\_hours.pdf*](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/contact_hours.pdf) *.*

*Last accessed 13th June 2013*

*QAA, 2012, UK Quality Code for Higher Education, Chapter B10: Managing higher education provision with others,* [*http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx*](http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx)

*Last accessed 13th June 2013*