Leadership and Management in the Air Travel Industry

FdA Case Study

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Summary

The LMATI FDA curriculum design is premised on the assumption that the most authentic pedagogy focuses on the identification, analysis and resolution of immediate problems in the learners' world. This principle fits with the requirements laid down by the host employer (Air Travel Industry), the curriculum design team's goal of synthesis of individual and organisational development, as well as the wider principles of PBA.

This structure and delivery model includes a number of important innovations (e.g. integrated work-based learning, emphasis on 'close learning', a variety of distance elements etc.). These met with initial resistance from some students who were expecting or accustomed to more traditional approaches. This model requires rigorous pre-admission diagnostic assessment to ensure students receive supplementary support with additional learning needs. If this assessment is not effective, the delivery model exacerbates the risk of disengagement. The LMATI FDA also demands minimum levels of ICT proficiency to enable students to e-submit assignments and receive feedback online.

The LMATI FDA was designed to deliver impact for both the employee and the employer. Early-stage indicators suggest that this innovative structure has begun to impact positively upon the working practices of the enrolled managers but also more broadly across the organisation in which they work.

Aims

The aims of this case study report are to:

1. Describe the curriculum and assessment strategy adopted by the Leadership and Management in the Air Travel Industry Foundation Degree (LMATI FDA).
2. Explain how this strategy reflects the key principles and practices of Programme-Based Assessment
3. Describe and reflect on how the Programme Assessment strategy evolved longitudinally and the rationale that underpinned this (i.e. reflection and rationale)
4. Review the strategy with reference to the key headings in the PASS issues paper (see Table 1)
5. Identify issues, which arose during the implementation of the strategy with the pilot cohort and discuss how these were resolved.
6. Discuss the impact of the first year of operation of the pilot Foundation degree programme (with particular reference to stakeholder interviews - see Appendix 1)
7. Identify general implications for work-based programmes considering a similar approach.

Leadership and Management in the Air Travel Industry

1   Introduction

The importance of assessment and feedback in learning and teaching in Higher Education is widely recognised (Bloxham and Boyd, 2007; Nicol and MacFarlane-Dick, 2006; Rust, 2005; Gibbs and Simpson, 2004; Brown et al., 1997; Brown and Knight, 1994; Sadler, 1983). It is also well established that assessment acts as a driver for student learning at all levels (Biggs and Tang, 2007; Dunn et al., 2004; Ramsden, 2004; Black and William, 1998). However, the student voice identifies assessment and feedback as areas, which currently require attention across the Higher Education sector (National Student Forum (NSF), 2010; National Union of Students (NUS), 2010).

There is evidence that assessment, which is typically linked to module learning outcomes, is not wholly effective in developing student capabilities (Rust, 2007). However, the development and implementation of effective alternatives, such as programme-based assessment (PBA) strategies, are challenging programme teams. One reason for this is a lack of suitable evidence-based guidance and exemplars.

This case study forms part of the National Teaching Fellowship Scheme (NTFS) Programme Assessment Strategies (PASS) project. The PASS project aims to identify the essential principles of PBA, which can then be used to implement and test the effectiveness of programme assessment strategies (Hartley et al., 2008). This case study is a contribution to that debate. The case study concentrates on the approaches to PBA adopted by the Leadership and Management in the Air Travel Industry Foundation Degree (LMATI FDA), accredited by the University of Exeter and delivered by the academic partner, Exeter College.

In selecting the LMATI FDA case study, we have defined PBA as assessment, which focuses on stage or programme level learning outcomes (Nicol & Macfarlane-Dick, 2006). Our definition has synergies with the QAA concept of 'synoptic assessment':

"An assessment that encourages students to combine elements of their learning from different parts of the programme and to show their accumulated knowledge and understanding of the topic area. A synoptic assessment normally enables students to show their ability to integrate and apply their skills, knowledge and understanding with breadth and depth in the subject. It can help to test a student's capability of applying the knowledge and understanding gained in one part of a programme to increase their understanding in other parts of the programme, or across the programme as a whole." (Quality Assurance Agency, 2006)

The subject context for the design of leadership and management curriculum and assessment processes is described, along with the national Foundation Degree qualification context. The details of the assessment methods are explained and an evaluation of PBA is made in the context of the PASS PBA principles. *Superscripts* refer to the relevant point in Table 1.

2   Contexts

Three contexts are especially important in this case study: subject; national; and stakeholder.

2.1   Subject

There is no single professional body responsible for setting the outcomes and standards for leadership and management education. Like so much within the field of leadership studies, the issue of leadership development remains highly contentious (Bolden, 2005).

Some reports conclude there are clear links between high quality leadership and management and sustainable economic growth and productivity (CEML, 2002). In turn, they predicate the need for, and characteristics of, management (and leadership) education on this solid foundation. In this context, leadership is characterised as 'excellent management' (Barker, 1997) and presupposes that the skills and abilities of practitioners can be developed through leadership and management professional training and/or development.

Others view leadership and management education as a cognitive exploration of social patterns and structures, which produces an integration of conceptual knowledge, ideals, insight, experiences, and sources of behaviour (Barker, 1997). This 'academic' or research-led view can appear at odds with the 'practitioner' approach.

However, even if we accept the assumption that leadership and management education is a form of professional training, it must be aligned with the organisational culture, context and objectives (amongst other factors) in order to be impactful and effective[2.4]. Raelin (2004, p.131) states:

"Most leadership training that is being conducted in corporate off-sites is ill-advised [...] because the intent of most of this training is to put leadership into people such that they can transform themselves and their organisations upon their return."

Against this backdrop of contestation, the pragmatic drivers – sector/employer demand, student demand, funding opportunities and poor organisational performance – continue to generate new course design and curricula.

2.2   National

Foundation degrees were launched in 2000, when the Higher Education Funding Council for England (HEFCE) published a prospectus (HEFCE, 2000), which set out expectations for this new qualification. Foundation degrees are located at Level 5 of the Framework for Higher Education Qualifications (FHEQ) (QAA, 2008) but they are distinct from other higher education programmes because of their requirement for work-based (or, in some cases, work-related) learning to be incorporated into the programme. The Foundation Degree qualification benchmark (FDBQ) (QAA, 2004) emphasises the intention that Foundation degrees should link academic and work-based learning. The FDQB, (QAA, 2004, p.4) states:

"Foundation degrees integrate academic and work-based learning through close collaboration between employers and programme providers. They… are intended to equip learners with the skills and knowledge relevant to their employment, so satisfying the needs of employees and employers."

Further education (FE) colleges across the UK, under the auspices of higher education (HE) institutions, now deliver a plethora of Foundation degree programmes. In the South West region, a smaller number of Foundation degree programmes, are based on three-way partnerships between a HE institution, a FE college and an employer.

2.3   Stakeholder

A number of stakeholders have been involved in the design and delivery of the LMATI FDA since its inception in 2007. This case study focuses on the period post-programme approval in 2009, of a three-way partnership between a HE institution (University of Exeter), an FE college (Exeter College) and an employer (Flybe).

The programme is delivered between the three partners' sites in and around Exeter. The University of Exeter is the awarding institute and Exeter College is the academic partner responsible for staffing, curriculum and delivery. The employer, Flybe, is involved in the programme delivery and assessment.

The 'pilot' cohort of 18 students started in September 2009 and have now completed their second year of the two year programme of study. All the students in this first intake work for Flybe, the partner employer; all (but one) of the students are employed full-time, as managers within the company.
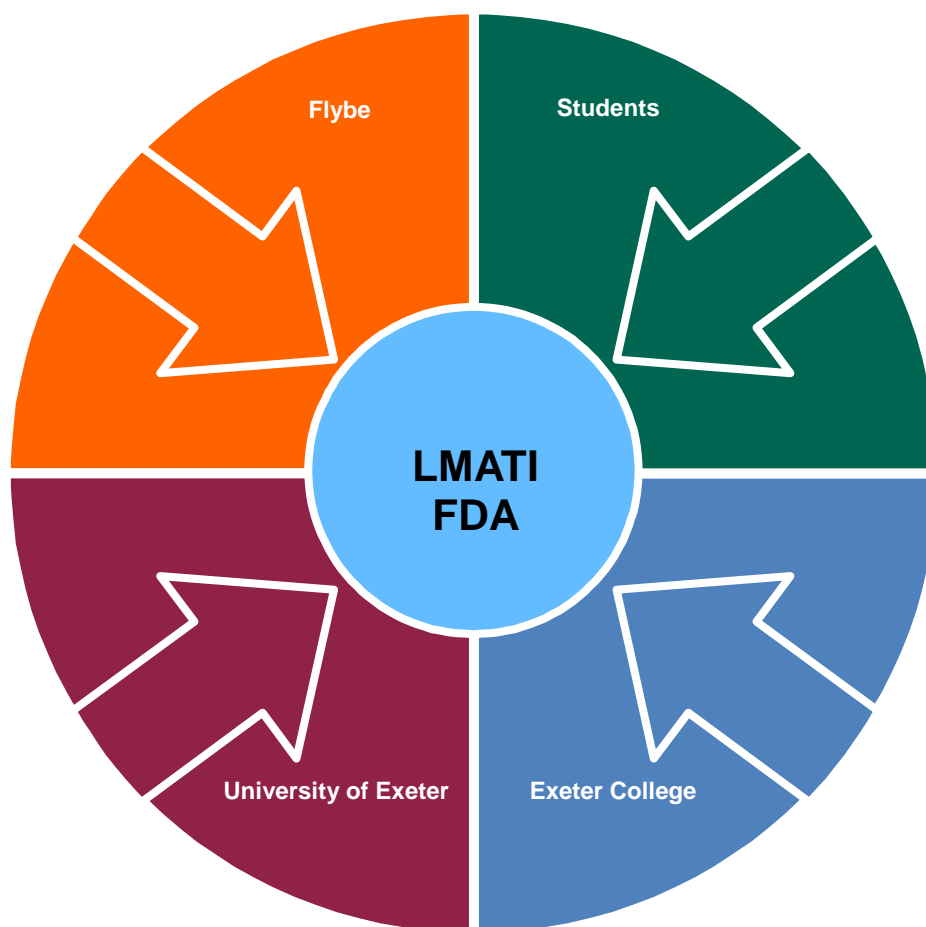

Figure 1LMAI FDA Key Stakeholders

3   How the Case Study developed

3.1   Aims

The aims of this case study were to:

1. Describe the curriculum and assessment strategy adopted by the Foundation Degree, with particular reference to the features which make it Programme Assessment
2. Describe and reflect on how the Programme Assessment strategy evolved longitudinally and the rationale that underpinned this.
3. Review the strategy with reference to the key headings in the PASS issues paper (see Table 1)
4. Identify issues which arose during the implementation of the strategy with the pilot cohort and discuss how these were resolved.
5. Discuss the impact to date of the pilot Foundation degree programme (with particular reference to stakeholder interviews - see Appendix 1)
6. Identify general implications for work-based programmes considering a similar approach.

3.2   Methodology

A detailed case study of the LMATI FDA was undertaken via an examination of course documentation (including minutes of course meetings, external examiner reports, student handbooks etc.) and 360° interviews with key stakeholders (Figure 1); the curriculum design team (see Appendix 2); the academic provider (Exeter College); the students and their line managers (Flybe).

3.2.1   The LMATI FDA Curriculum and Assessment Strategy

The LMATI FDA has characteristics which differentiate it from other Foundation degrees and other leadership and management education programmes. These characteristics are best supported by a PBA approach.

Many traditional leadership and management education programmes remain 'classroom' focused – students attend an educational institution on a weekly basis via 'day release,' to receive content clearly delineated into discrete 'functions' (Figure 2). This can set up a false dichotomy between the, structured 'academic' presentation of management and the, sometimes chaotic, reality of working life. Figure 2 also illustrates the extent to which the individual's workplace experience shapes their perception of the immediate and wider business environment, a personal 'reality' not reflected by the content and structure of traditional management education programmes. The potential mismatch between management as 'taught' and management as 'experienced' is at best, confusing and at worst alienating.
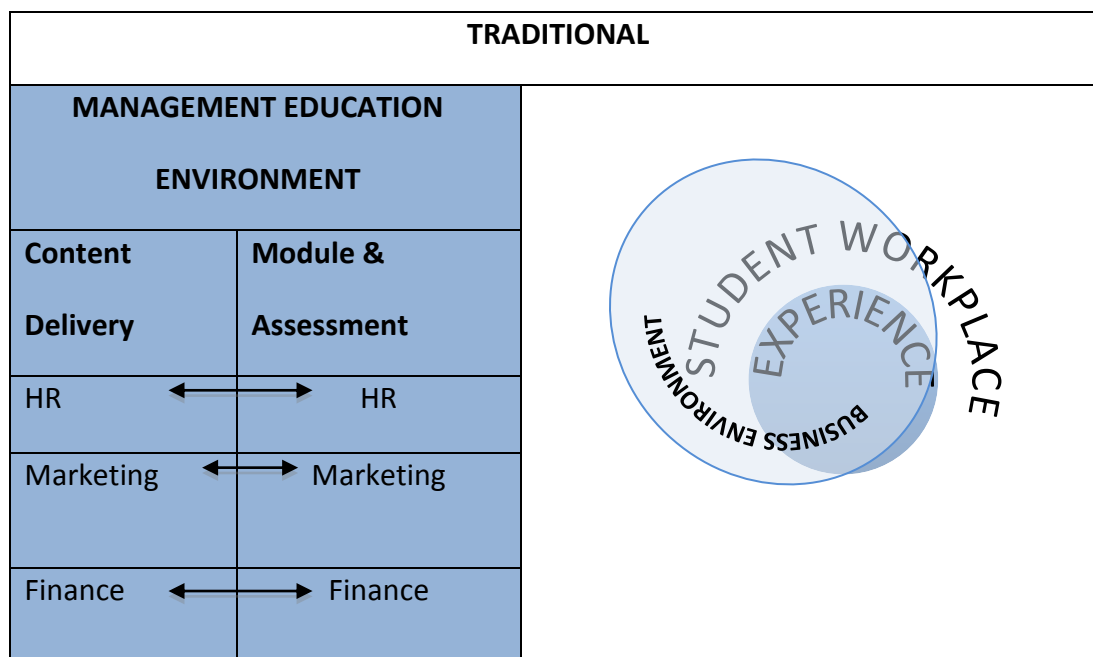
TRADITIONAL		
MANAGEMENT EDUCATION ENVIRONMENT		
Content Delivery	**Module & Assessment**	
HR	HR	
Marketing	Marketing	
Finance	Finance	

Figure 2 Traditional 'day release' Management Education

In the case of the LMATI FDA, the employer intimated that this approach was neither possible, nor desirable. Both the employer and the LMAI FDA curriculum development team (see Appendix 2) aspired to create a structure that would deliver impact for both the employee and the employer[2.6]. The curriculum development team also wanted to move away from silos of content, delivered in 'class,' for assessment. Instead, they articulated an interwoven 'warp and weft' approach to learning and assessment (CLS, 2009), which acknowledges that participants are in full-time employment. Therefore, this programme links learning directly to the experiences of the working managers within the context of the contemporary Air Travel Industry.

Work-based learning activities are supported by university and college teaching, which includes taught 'Master Classes', peer-led enquiry groups, online and face- to-face tutor support, workplace mentoring and self-directed study. Assessment is relevant to the work tasks of practising managers and measures the higher level skills demonstrated through a variety of problem-based assignments.

The LMATI FDA is a full-time programme taken over two years by employed managers. This is only possible because of the use of a weekly planning and reflection system, the Professional Learning Tool (PLT), which aims to turn the workplace and the working week into integral sources of learning[1.4]. To support this, students attend two-day Master Classes a mode of delivery more akin to executive education than standard tertiary education teaching; there are 11 Master Classes over the two-year programme and these are held approximately 6 weeks apart. Master Classes contain a variety of elements, including:

- Enquiry Groups (detailed in Appendix 3)
- Expert-led sessions
- Taught group sessions
- Academic Study Skills

Although the programme is divided into 'modules', these are teaching, rather than assessment modules, and the LMATI FDA uses synoptic assessment and a cross-functional approach to business

environment issues to avoid atomisation[1.2, 1.5]. Students are expected to apply the principles of resource planning, business analysis, service excellence and leading change across the Master Class topics (this matrix approach is illustrated in Appendix 4). This fosters a strategic business-wide approach, rather than a narrow 'subject for assessment' focus.

In Year 1 the students undertake four modules:

- Strategic Leadership & Managerial Effectiveness 1 (60 credits)
- Resource Planning in the Air Travel Industry (20 credits)
- Business Analysis in the Air Travel Industry (20 credits)
- Designing Service Excellence (20 credits)

The modules are assessed by a variety of formative and summative strategies such as professional reflections, a PLT portfolio, assignments, presentations and a business improvement proposal.

Module	Year	Credits	Formative assessment	Summative assessment
Strategic Leadership & Managerial Effectiveness 1	1	60	- Personal Review - Professional Learning Tool (PLT) reflections	Portfolio
Resource Planning in the Air Travel Industry	1	20	PLT submissions (focused on problem-based questions related to resource planning)	Professionally presented response (e.g. report) to problem-based resource planning question
Business Analysis in the Air Travel Industry	1	20	PLT submissions (focused on problem-based questions related to business analysis)	- Assignment - Two formative PLT submissions which best demonstrate progress through the module and a brief reflection on learning
Designing Service Excellence	1	20	Presentations	- Presentation - Reflection on the impact of

Module	Year	Credits	Formative assessment	Summative assessment
				feedback
Strategic Leadership & Managerial Effectiveness 2	2	60	Presentations Visual definition of leadership	Portfolio
Leading Change within the Air Travel Industry	2	20	PLT submissions (focused on change proposals)	Presentation and report
Business Improvement Project	2	40	Project plan Enquiry Group PLT submissions	Presentation and report

The Strategic Leadership and Managerial Effectiveness 1 module runs throughout the first year of study culminating with assessment of a portfolio of evidence, which is built upon the students' engagement with, and analysis of, work place issues.

In Year 2 the students undertake a further three modules:

- Strategic Leadership & Managerial Effectiveness 2 (60 credits)
- Leading Change within the Air Travel Industry (20 credits)
- Business Improvement Project (40 credits)

Again, the Strategic Leadership and Managerial Effectiveness 2 module runs throughout the year culminating with assessment of a portfolio of evidence, which is built upon the students' engagement with, and analysis of, work place issues.

The Business Improvement Project module also extends across the second year and is assessed at the end of the two-year programme to gauge the extent to which, students can now fully utilise the enquiry skills of research, reflective questioning, problem-solving and critical analysis in relation to the contemporary Air Travel Industry environment. The individual student chooses the focus of the Business Improvement Project proposal and the subsequent plan for implementation, with guidance from their tutor, enquiry circle peers and a workplace mentor. The assessment panel for the Business Improvement Project summative presentation includes a number of individuals from the employer's senior leadership team and (alongside process and presentation skill) value is placed upon potential business impact.

3.2.2   Rationale for the development of PBA for the LMATI FDA

The LMATI FDA was developed as a concept with the input of a number of stakeholders, particularly during the earlier stages of the tripartite academic bid for Regional Development Agency (RDA) funding. Latterly, the innovative programme design emerged as the result of a three-way interplay

between the curriculum development team, the employer (Flybe) and the academic partner (Exeter College).

It took time for the curriculum development team to gain clarity about the stakeholder expectations but a key meeting with the employer commissioner revealed a shared aspiration to create an innovative structure that could potentially develop both the individual and the organisation, thus avoiding the traditional dislocation between individual leadership training and organisational development identified by Raelin (2004, p.131). The curriculum development team had an instinctive sense that, to achieve this joint aim, they needed to move away from silos of content, delivered in 'class,' for assessment. In line with principles taken from the established MA in Leadership Studies (University of Exeter) the learning needed to happen 'close' to the managerial process. Batteau *et al.,* (2006) use the term 'close learning' to a learning experience whereby students may be 'distant' from the university, the programme tutors and even each other, but 'close' to where they actually implement and experiment with new ideas (Ladkin *et al.,* 2009).

There was also a desire to create a learning and assessment structure that would enable working managers to adopt a cross-functional, business-wide approach. This required an alternative to atomized, teaching and assessment modules. However, even with one of the team having had close involvement with the structure of the Peninsula Medical School curriculum at its design stage (see PASS Work Package 4 for a detailed Case Study of PBA in this context) none of those involved in the LMATI programme development were confident that the processes of the academic institutions involved would accept such a structure. Previous limited experience of using one vehicle to assess the outcomes of multiple modules met problems at exam board stage. A meeting with the Assistant Registrar of the Taught Faculty at the University of Exeter (who was acting on behalf of the Dean of the Taught Faculty in programme approval matters) provided an indication that such a structure would be permissible and also furnished the team with the term 'synoptic assessment'. This was a key moment in the programme design as this pedagogy supported the innovative programme structure the team sought.

The curriculum development team proposed a structure that moved away from the historical splitting of 'business' into discrete functions and the management theory / practice divide. The goal of the LMATI FDA assessment strategy was to remove these artificial boundaries and create an integrated approach to leadership and management education. The assessment structure needed to adhere to these principles of integration and context relevant, 'close,' learning. The curriculum development team therefore placed the skill set of an effective leader and manager at the heart of the assessment programme; rather than being led by the discrete 'functions,' which would be individually assessed[1.2]. To meet this overarching aim the team designed the programme using:

- Programme-led assessment principles.
  This means that assessment, rather than being module focussed, is integrated across the whole programme. Yearlong modules enable the student to develop skills over an extended period, culminating in a portfolio of evidence.[1.2]

- A variety of delivery modes and study patterns.
  This includes distance, work-based, and web-based learning, with the flexibility to study, within reasonable limits, when and where it best suits the learner. Apart from the Master Classes, the participants are encouraged to manage and plan their own learning to best fit with the life they lead.

- The Professional Learning Tool (PLT)
  This tool (Appendix 5) was designed to help students to identify and fully utilise, real life learning opportunities. This weekly planning and reflection process acts as a scaffold to the problem-based and enquiry-led learning and assessment process[1.4].

- Employer involvement in assessment
  In line with QAA recommendations, it was agreed that the host employer (wherever possible) would be involved in giving feedback and assessing learning specific to the organisation environment[1.2]. Arrangements between the institution/s and the employer were agreed at the outset and include the provision of mentors and industry experts.

PBA was not an underpinning principle of the overall project. The LMATI FDA adherence to the ethos of PBA, came about through the commitment of the curriculum team and the employer to the creation of a constructively aligned learning and assessment structure: to create teaching method and assessment methods aligned to the needs of the working manager and deliver increased leadership capacity across the organisation. Also, as this was a pilot programme, there was awareness that the curriculum would necessarily be refined and redeveloped as a result of the experiences of the academic partner and the students, making this an appropriate opportunity to implement an innovative approach.

3.2.3   The approach to assessment

The expectations laid upon full-time working students seeking the award of a Foundation degree are demanding (Appendix 6) and they embody significant challenges from the perspective of assessment. The curriculum development team considered a variety of issues at a strategic level including:

- Establishing the utility and transparency of the assessment outcomes to interested parties and the role such parties (e.g. the employer) might play in assessment.

- Determining the main intended learning outcomes and their distribution to maximise coherence.

- Selecting assessment strategies that demonstrate an appropriate blend of academic and practical learning.

- Clarifying the frequency and balance of assessment types (e.g. formative, diagnostic and summative) across the programme (whilst acknowledging the tension between the desirability of frequent formal formative assessment and avoiding 'assessment overload' for students and staff).

- Ensuring assessment points are scheduled in such a way as to suit the particular needs of the students on this programme (e.g. making allowance, where appropriate, for differing personal circumstances among adult learners, operational and distance-learning issues).

The two-year programme supports

"…managers [to] develop strategic leadership by looking across management and business functions (Managing People and Organisations, Marketing, Finance, Operations Management and Project & Change Management) through applying higher level thinking skills to explore issues such as resource allocation, business improvement and service enhancement"[1.1] (LMATI FDA, 2010, p.12).

The intention was to make the programme fully integrated as regards academic and practical activities, in addition to linking across the modules themselves. Once the assessment principles were established, a mix of suggested assessment activities were chosen, which would

"…demonstrate relevance to the work tasks of practising managers and measure the higher-level skills demonstrated through a variety of problem-based assignments" (LMATI FDA, 2010, p.12).

Within the suite of modules there are two, yearlong modules, acting as the spine for the academic process, one in each year of study, which represent 50% of the overall credits and have been designed to capture progress and self-reflection as students move through the programme[1.1, 1.8].

In more detail, the four main types of assessment, which make up the student experience, are:

3.2.3.1   *Strategic Leadership & Managerial Effectiveness (Years 1 & 2)*

These two core modules within the LMATI FDA are spread over twelve months, enabling the student to build up a portfolio of evidence[1.4]. An integrated learning tool – the PLT (Appendix 5) was designed to help students to identify and use, 'close learning' (Batteau *et al.,* 2006) opportunities as the basis for formative and diagnostic assessment. Although assessment is necessarily an intermittent process, this continuous planning and reflection process provides frequent opportunities for feedback and acts as a scaffold to the problem-based and enquiry-led learning and the summative assessment process.

At the end of each yearlong module[1.4], students submit a 'Professional Practice Portfolio,' which contains a variety of formative assignments plus a selection of entries from the PLT. This portfolio is built up over the academic year and contains elements, which capture the student's engagement with learning and reflections upon personal and professional development[1.1, 2.7]. These elements include:

- Self Assessment: analysis and evaluation of ongoing feedback relating to own performance, received within both work and study.

- Professional Learning Tool (PLT): this weekly managerial learning tool stimulates and captures critical thinking, problem solving and innovation. It also links learning (reading, feedback, lectures and research) to professional practice[1.5]. In the early stages of the programme students are encouraged to email their weekly learning log to an academic tutor who guides the reflection process and guides the students towards relevant academic reading. As students move through the programme this contact reduces and they move towards independence.

- Personal Development Plan: Career and learning to date, definition of own role and responsibilities, previous qualifications and plan for own learning[3.8].

- Innovation and Creativity: sketches, words and pictures that capture the application of the critical thinking process to organisational development.

- Academic Learning: engagement with study skills.

The main advantage of this system has been to place critical reflection upon individual managerial experience at the centre of the programme. This enables the managerial and leadership skills development to emerge directly in relation to the existing knowledge as presented by the student.

Using live issues, the managers are able to apply new knowledge and stretch their own thinking. This is a central part of the desire to create both impact and improvement, thus delivering organisational as well as personal development. It also offers an ipsative rather than norm-referenced approach to skills development (albeit coupled with norm-referenced academic skills assessment).

In student interviews the shift towards a more reflective form of management was repeatedly cited as one of the key changes to participants' professional practice, which they attributed to the programme (Appendix 1).

The challenges of this system are:

1) *The challenges of authentically assessing critically reflective practice* – Hargreaves (2004, p.200) suggests that along with the varied definitions of what it means to be a 'reflective practitioner,' the use of recounted narrative restricts legitimate stories to only three types "valedictory… condemnatory… and redemptive."

2) *Encouraging meaningful, early-stage, engagement with the PLT remotely to those unfamiliar with critically reflection (the majority of students)* – at the outset of the programme there was student resistance to an unfamiliar assessment practice, which stepped away from the content-driven delivery they have experienced in previous educational settings. The experience of the Programme Director with this pilot cohort suggests that a staggered introduction to reflective practice may be necessary – initially providing content upon which, students can 'hang' their reflections as they grapple with the many other challenges of returning to education. In the case of this pilot cohort's experience, meaningful engagement was further hampered by the fragmented start to the programme delivery and the sudden departure of the first Programme Director.

3) *The practical implications of a number of co-dependent elements within an assessment structure* – the synoptic nature of the assessment e.g. reflection upon assignments or activities from other modules, creates a potential 'assessment domino effect': if a student is unable to complete a task from another module due to extenuating circumstances or operational issues this may then preclude the completion of another portfolio element[2.1]. The external examiner's report reflects the challenges created by this assessment system: "This is a complex programme to manage with multiple inter-dependant assessments. Simplification of the programme structure and assessments could be beneficial to both staff and students. In particular, the content of reflective assessment should be reviewed" (White, 2010, p.6)

In recognition of the validity of these comments the Programme Director intends to streamline certain aspects of the PLT following the evaluation of the 'pilot' course. In Year 1 she introduced critical reflection workshops and utilised external sources to enable students to engage with the system. In Year 2 the assessment structure anticipates the re-design of the PLT according to individual learner needs / preferences.

3.2.3.2   *Resource Planning in the Air Travel Industry (Year 1):*

The overarching aim of this 20-credit module is to introduce managers within the Air Travel Industry to the concept of planning and problem solving, looking across the whole organisation when allocating human and material resources.

The ability to discern between the competing demands of projects and initiatives, when allocating resource, is a critical leadership skill. Managerial effectiveness is demonstrated by the ability to look

across the essential functions of the business and make timely and appropriate decisions. In this module managers explore real life organisational issues using management models to identify possible solutions. Using the PLT managers reflect upon the complexities of resource planning, demonstrating their ability to research, analyse and propose a range of suitable solutions. The business topics, which are covered within the taught Master Classes, form the subject matter and the Air Travel Industry the context, against which to apply the higher-level skills of resource planning.

The summative assessment of this module has two parts:

1. The student develops, in consultation with their workplace mentor and personal tutor, their own final topic for summative assessment:

    A professionally presented response, using a variety of media, to a problem-based question focussed on the ability to plan resources. Using feedback from the formative assessment process they are encouraged to develop, in consultation with their workplace mentor and personal tutor, their own final assignment topic (2,500 words or equivalent) (80% of module assessment)

2. One formative assignment must be selected and included with the assignment along with a brief reflection (1,000 words) on the lessons learned from this process. (20% of module assessment)

    This module was a far more comfortable experience for some students, who were struggling to conceptualise the assessment and learning model at the outset of the programme. There was a sense that the presence of theoretical content (e.g. models and methods of resource planning) validated the module in some learners' eyes. This also linked to the submission of assignments 'emulating' an 'academic' assignment in the summative assessment despite the latitude created by the assignment brief. In line with previous comments about the challenges created by assessing reflective practice, the reflection on the learning process tended towards the 'valedictory and redemptive' narratives identified by Hargreaves (2004, p.200).

3.2.3.3   *Business Analysis in the Air Travel Industry:*

This module develops the analytical and reasoning skills of managers working within the Air Travel Industry. The ability to use data appropriately is a skill, which underpins effective problem solving and ensures that decisions are made on timely and relevant information.

Having engaged with a range of theories and concepts students are asked to identify and analyse organisational issues and reflect upon the insights theory offers to the practical reality of managing and leading in their organisational setting[2.1]. The analysis of contemporary issues takes into consideration both the strategic direction of the organisation and the wider context of the Air Travel Industry.

This module is assessed via the identification and detailed analysis of a contemporary Air Travel Industry issue, the student must select and justify a analytical technique or management model against which to perform the analysis (80% of module). In addition, two formative assignments are included, which best demonstrates progress through the module and effective use of formative feedback (20% of module).

The presence of theoretical content (e.g. data handling and analysis models) validated the module for learners struggling with the self-reflexive nature of the learning and assessment. Students engaged fully with the problem-based summative assignment and many relished the opportunity to tackle strategic issues.

3.2.3.4 Business Improvement Projects

These modules offer an integration of the learning of the whole programme into practical projects related to the Air Travel Industry, either real or prospective, that both evidences an understanding of the knowledge gained through the programme and the ability to use that knowledge in a work setting[1.1]:

Year 1 - Designing Service Excellence (20 credits)

Year 2 – Business Improvement Project (40 credits)

The Business Improvement Project (BIP) at the end of the two-year programme fully utilises the inquiry skills of research, questioning, problem solving and analysis[1.5]. Having consulted across the organisation and identified a new market opportunity, process improvement or service enhancement need, the manager scopes, plans and develops a significant business improvement project[2.1]. The business improvement project will only move forward with the backing of senior management and therefore the persuasion and influencing skills of the manager are paramount in securing stakeholder commitment. Higher-level skills such as resource planning and business analysis underpin the project and offer managers the opportunity to implement and reflect upon their learning.

A preceding Year 2 module – Leading Change within the Air Travel Industry, facilitates the BIP. This module introduces managers to the principles of leading change and managing projects, highlighting the skills needed to ensure success. Drawing upon the learning from across the Foundation Degree managers explore all of the factors involved in leading change. The ability to look strategically across the organisation and the wider Air Travel Industry is key to situating the change proposal in context. Using principles of inquiry and problem-solving managers will explore the challenges and limitations of change proposals, reflecting upon the alternate options available to them.

The summative assessment of these elements of the programme are characterised by presentations and problem-based assignments. This raises questions regarding the importance of the "'situatedness' of the performance" (Woolfe & Yorke, 2010, p.9) and the weighting given to actual or potential business impact (in relation to individual skill development and effective process reflection). In recognition of the view that:

Employers are often better placed than staff from educational institutions for assessing aspects of performance in the workplace, whereas the reverse is true for academic achievements, such as writing reflectively on experience. (Woolfe & Yorke, 2010, p.14)

The summative assessed presentation panel comprises of both academic staff and senior members of the employer leadership team[1.2]. A fact that was commented upon favourably by the external examiner:

Senior members of the sponsoring organisation (Flybe) had been present at student presentations and assessments. This is a very encouraging demonstration of commitment to the course and their students. (White, 2010, p.5)

However, this employer involvement also presents challenges to ensure consistency and validity. For the summative presentations at the end of Year 1 it was not possible to secure the time of the same members of the senior leadership team on each of the two days of assessment (due to operational / logistical issues). Transparency was vital for both the students and the visiting employers. To ensure that the validity of the assessment was not compromised, the Programme Director took the decision to brief each assessor in advance and to create a feedback pro forma for use by all assessors (see Appendix 7). The visiting employer 'assessors' received the same assessment sheet but the grading column was removed, as these individuals would not experience all presentations. However, their verbal and written feedback was included in the internal moderation between LMAI FDA staff agreeing the grading, following each day of assessment. This system worked well – students found the assessment robust and meaningful as the presence of a member of senior leadership elevated this from a purely 'academic' exercise to an integrated assessment of both their skills and the contextual value of their proposal.

3.2.4   Documentation and information for students

One of the commonly expressed concerns related to PBA adoption is the challenge of explaining the complexities of an unfamiliar system to new students and staff (Rodway-Dyer, 2010, p.12). In the case of the LMAI FDA this challenge was initially exacerbated by a fragmented beginning, due to staffing issues. The pilot cohort enrolled in September 2009 but shortly afterwards the internal member of staff, appointed by the college to manage the programme, departed. Between September 2009 and January 2010 (when the new Programme Director was appointed) only a single piece of formative work was assigned. This bumpy start to the delivery of the programme resulted in a 'disconnect' between the design principles and the delivery mechanics. For example, the first formative piece of work set did not fit within the programme led assessment strategy; it was a prescriptive, 'academic' assignment. The introduction, of a 'standard' assignment (from the perspective of the delivery partner), had potential to cause confusion in the minds of the participants and frustration to those who had a clearer idea of the holistic nature of the two-year programme. The original project aim was a smooth transition from design to delivery but the departure of the first incumbent and the drive to launch the programme quickly, created a hiatus that was disconcerting for students and those who had worked hard to create the innovative structure.

Subsequently the new Programme Director (PD) took full responsibility for translating the innovative structure into course delivery[1.3]. An administrative structure was created to clarify the course approach to assessment, which included a course handbook as well as a further assessment schedule, summarising the assessment elements by module[1.3]. The PD also utilised the college portal to enable up-to-date information about assessment to be accessed by all students regardless of location[1.3]. The introduction of a portal 'assessment calendar' further clarified the assessment cycle for the cohort[1.3].

The submission of assignments also required attention and the PD instigated the creation of a bespoke, secure, e-submissions process. This required additional documentation to enable students

to navigate their way through this aspect of the assessment process remotely. Particular attention was given to the situational instructions generated by the e-submissions process, as well as the provision of 'hard' and 'soft' copies of the instructions. Nonetheless, for some students this submission process created additional anxiety at the outset, revealing shortcomings in the pre-course diagnostic assessment of IT skills/proficiency.

The creation of a solid administrative structure, with complete and transparent documentation, has been key to mitigating the risk of disengagement and ensuring retention due to the unfamiliar and sometimes complex assessment structure. Feedback has also been of vital importance. What students can expect to receive in terms of feedback, and how rapidly this feedback will be given is transparent. The external examiner commented positively on feedback provided:

"The level of feedback provided on all sampled assessments was excellent, being individually tailored and constructive" (White, 2010, p.5) but equally ensuring that students have the opportunity to receive continuous constructive feedback from a variety of sources is key[1.5].

The PD has now liaised with the partner employer to secure the commitment of a wide range of mentors and managers within the organisation, who are willing to support and feedback to students in relation to business issues and approaches taken in year two of the programme.

3.2.5   How this case relates to 'PASS Issues'

Various challenges with PBA have been identified through the PASS Project (WP3 – Issues: Programme Assessment Strategies www.pass.brad.ac.uk) and this section of our report aims to address those specific issues in relation to this case study.

Table 1 identifies what the PASS project sees as:

- Current problems with modular assessment
- Issues associated with adopting PBA
- Benefits of adopting PBA

We have identified throughout the study how we see these reflected in the LMATI FDA approach to assessment (shown by the use of numeric superscripts). Here we summarise these in the second column of the table.

Table 1 Problems/issues we are trying to address/overcome, major problems/issues in what we are trying to achieve and potential benefits, if successful.

Problems the PASS project is trying to address / overcome (WP3):	Evidence from LMATI FDA case study, which addresses this:
1.1 Failure to ensure the assessment meets the espoused programme purpose.	- Focus on achieving assessment of programme level outcomes

1.2 Atomisation of assessment focused, at the micro-level, on what is easy to assess; failure to integrate and assess complex, higher-order learning; the sum of parts not making the intended whole.	• Synoptic, problem-based assessment, which is truly integrated with the workplace and assessment process involves employer. • Yearlong underpinning synoptic modules
1.3 Students and staff failing to see the links/coherence of the programme.	• Single Programme Director with overall responsibility for all module delivery • Guide to assessment within course handbook • Creation of course-specific portal, with specific clarification of assessment cycle • Visual clarification - Appendix 4
1.4 Modules are too short to focus and provide feedback on slowly learnt literacies and/or complex learning.	• Core modules are year long and the majority of modules remain 'open' throughout each stage • Focus on critical reflection underpins all modules • The PLT (Appendix 5) encourages deep learning over an extended period
1.5 Students and staff adopting a 'tick-box' mentality, focused on marks, engendering a surface approach to learning.	• Programme is based upon critical reflection and problem-based enquiry, the focus is upon student-situated learning with the opportunity to use their own material as opposed to norm referenced, content-led learning. • Continuous feedback used as basis for reflection in summative assessment - removes 'grade only' focus • Programme-wide use of PLT

1.6 Tendency to assume that 'one size fits all' when it comes to module assessment (with implications regarding cultural differences and students with disabilities).	• Differentiation - underpinning ethos of academic partner college teaching • The PLT enables personalised learning for each student • Evaluation of all assessments in relation to gender, ethnicity and disability carried out by PD • Flexible assessment practice, where possible, in recognition of geographical and operational differences • Andragogy and PBA assessment
1.7 Overuse of (institutional) rules focused on standardisation that impedes innovative development of progressive and integrative assessment.	• Ability of Programme Director and students to design overall programme assessment strategy subject to university approval • Commitment to flexibility on part of all stakeholders • Further simplification
1.8 Too much summative assessment, leading to overworked staff, and inability to 'see the wood for the trees' in the accumulated results.	• Summative assessment distributed throughout the two years • Refinement of summative assessment through critical reflection
1.9 Questionable statistical practices.	• Creation of automated spreadsheet with input of external examiner and university quality team to reduce risk of human error • Internal and external moderation across programme
Potential issues identified by the PASS	**Evidence from LMATI FDA case study which addresses this:**
2.1 Student (lack of) motivation to undertake solely formative work leading to loss of the potential benefits of coursework, and possible reduction in student engagement and lack of feedback on progress.	• Summative assessment builds upon formative work (danger of 'domino affect') • Formative work is problem-based enquiry, which addresses real challenges facing the student as a working-manager • Student receives feedback from in company mentor and can link own learning to organisational impact

2.2 Persuading, and perhaps finding resources for, module/unit leaders to work together to take a programme view.	• Single PD with responsibility for all aspects of programme delivery across the modules • The Master Class approach related to business issues rather than modules (see Appendix 4) • All modules are modules of assessment not teaching (see Appendix 4)
2.3 Lack of a core framework of modules within some programmes to provide a common student learning experience on which to base integrative programme based assessment.	• Whole programme is core • Students provide content focus which means this is not an issue
2.4 How to assess integrated learning from across units/modules.	• No isolated modules (see Appendix 4) • Modules are assessment modules, not teaching modules • All learning is context related (Raelin, 2004) and linked directly to managerial performance requirements
2.5 Credit structures linked to units/modules and assessment regulations.	• Module descriptors had to satisfy the requirements of the University of Exeter Collaborative Programmes Approval and Review Boards. • Modules are assessment modules, not teaching modules • No externally set standard for Leadership and Management education.
2.6 Possibly implications for academic year structures.	• The need to take a whole systems view when programmes with a different design model are introduced. • Designed with agreement of all stakeholders from outset • Assessment cycle falls 'in year,' although some teaching does not (e.g. Master Classes during academic holidays)

2.7 Ending up with 'high-risk' assessment.	- Use of near-continuous assessment - Assessment spread throughout programme - Not heavily weighted towards terminal assessment
Potential benefits identified by the PASS	**Evidence from LMATI FDA case study which addresses this:**
3.1 Integrated learning and assessment at the meta-level, ensuring assessment of programme outcomes.	- Underpinning programme principle - Integrated critical reflection upon workplace learning - Organisational impact of increased leadership performance, capacity building - Authentic problem-based enquiry throughout
3.2 Students taking a deep approach to learning.	- Narrative evidence from PD - Student interviews indicate this (see Appendix 1)
3.3 Increased self and peer-assessment, developing assessment literacy.	- Peer and self assessment basis of Enquiry Groups (see Appendix 3) and PLT - Student response to formative reflective assignments forms basis of summative assignments - Student creation / design of own PLT in Year 2
3.4 Greater responsibility of the student for their learning and assessment, developing self regulated learners.	- Self directed learning is core to the curriculum design - Students provide content and problem-based lines of enquiry - In Year 2 students are responsible for design, development and delivery of Business Improvement Project
3.5 Reduced summative assessment workload for staff (especially connected with QA).	- Summative assessment infrastructure set up has been demanding - Assessments contributing to more than one module. - Future iterations may result in a decreased workload
3.6 Possibly smaller number of 'specialist' assessors leading to greater reliability.	PD responsible for all summative assessment with the exception of presentations when same-day moderation is carried out to maximise reliability

3.7 Possible greater opportunity to allow for 'slow-learning'.	• Spread of assessment throughout the year • Ongoing formative feedback and continuous opportunities for critical reflection • Synoptic assessment across majority of modules
3.8 Possible link to, and enhancement of, PDP, leading to greater preparedness for CPD processes after graduation.	• Critical reflection PLT integral from Year 1 • Integrated workplace learning • Creation of personal development plan and mapping exercises

4   Ongoing evaluation and implications for Higher Education

The LMATI FDA curriculum design is premised on the assumption that the most authentic pedagogy focuses on the identification, analysis and resolution of immediate problems in the learners' world (Freire, 1970). This principle fits with the requirements laid down by the host employer, the curriculum design team's goal of synthesis of individual and organisational development, as well as the wider principles of PBA.

The translation of this programme specification into a delivery model had a fragmented outset. The loss of organisational memory caused by the departure of key members of staff caused confusion such as the assessment hiatus between September and January (when the new PD was appointed). This was, understandably, disconcerting for students and those who had worked hard to create the innovative structure. It has become apparent that this confusion, coupled with the complexity of the assessment structure, added to the challenges faced by adults returning to learning (particularly whilst remaining in full-time employment). The PBA strategies ran counter to many students' expectations, particularly those returning to education after a significant gap[1.6]. These students had a strong focus on marks and very particular alpha grade associations. This raises the question of further research into the relationship between work-focused learning and andragogy (Knowles, 1980) in relation to PBA strategies. It also suggests that the more innovative the learning and assessment structure the more robust and transparent the administrative and course management elements must be.

The innovations represented by this structure and delivery model (e.g. integrated work-based learning, close learning and distance elements etc.) require more rigorous pre-admission diagnostic assessment, to ensure students receive supplementary support with additional learning needs. If this assessment is not effective, the delivery model exacerbates the risk of disengagement and a sense of isolation can be experienced. In particular, the LMATI FDA relies upon a minimum level of ICT proficiency to enable students to e-submit assignments and receive feedback online. The late enrolment of the students, caused by recruitment issues, meant that the induction days recommended at the Steering Group did not take place. The students therefore started 'cold' at the September Master Class resulting in the loss of valuable group learning time. There is a proposal to

establish a pre-enrolment 'taster week,' or similar, to enable these issues to be addressed at the outset with future cohorts.

There are a number of subject specific challenges and benefits arising from the use of a PBA approach within the Leadership and Management context. This small student sample has identified numerous benefits from course participation, many of which they directly attribute to the PBA structure. The pedagogy has particular resonance within the subject area, as it further strengthens the case for aligning leadership and management with the organisational culture, context and objectives (amongst other factors) in order to be impactful and effective[2.4]. Therefore, this programme links learning directly to the experiences of the working managers within the context of the contemporary Air Travel Industry.

The LMATI FDA was designed to deliver impact for both the employee and the employer[2.6]. Early-stage indicators suggest that this innovative structure has begun to impact positively upon the working practices of the enrolled managers but also more broadly across the organisation in which they work.

Although the assessment practices adopted and developed in this programme have arisen from a unique context, there is potential for key programme elements to be integrated into established leadership and management education programmes. As the key elements are context, rather than content, driven the PBA strategies could be translated into programmes at different qualification levels e.g. Level 7 (Masters-level) programmes.

5   Conclusion

PBA has actively supported the delivery of an authentic leadership and management programme, which is already indicating impact at organisational level. As this case study captures learning from the implementation of a subject-led PBA strategy after one year, it may be of interest to re-visit the programme following the graduation of the 'pilot' cohort.' This case study also presents opportunities for the consideration of dissemination by subject – much of what is discussed here has potential for translation into established programmes at different levels – the PASS project may wish to consider how these development opportunities are best identified and recorded.

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Appendix 1

Stakeholder Interviews: Sample Student Responses

2) What made you decide to apply for the Leadership and Management FDA?

- I enjoyed the Flybe Leader course and I felt that it changed my perception of the manager's role and gave me new skills, which I thought could be built upon by attending the FDA.
- I felt the FDA was a perfect opportunity to test myself, and improve my self-belief, which may enable me to progress in my working life.
- Having just completed the Flybe Leader programme and been recently promoted to lead my department, I felt that I wanted to improve my skills and get a higher-level qualification. I also wanted to improve my promotion opportunities.
- The opportunity for self-development and a new challenge. I also wanted to find ways to widen the scope of my job.

4) Have you observed any changes in your professional practice in the last year, which you attribute to participation in the programme? (Please describe)

- Yes - I now reflect more and look at issues from different angles. I also challenge more within the organisation.
- Yes - due to the reading and research I now carry out I have changed my approach to everyday issues, I now feel I give more professional and confident feedback.
- I am more prepared to reflect before acting and find that I act in a more informed way.
- I am more analytical than I used to be and ready to identify my emotional response and then think of alternatives.
- I now use double loop learning and lateral thinking - methods and models, which otherwise would have been unfamiliar and unused.

5) What impact (if any) has your participation in the programme had upon your department or division? (Please describe)

- I have been asked to conduct a presentation to the managers meeting in December with an overview of how the program has affected me as a manager and I think this is because people have noticed a change in my approach.
- This is difficult to gauge, but staff have noticed a different approach from me and fed back on this. Hopefully, what I'm learning here is passed on to them.
- This is more difficult for me to ascertain, however, I do think that I am able to better lead my direct management team with more confidence – I have a tool creates of ideas that I can draw on when faced with a challenge.
- I feel I am now better able to make myself understood by my peers and senior managers.

6) How has the programme structure impacted on your learning?

- I now approach learning from a different direction via the Internet, discussions with peers etc.
- My learning has totally changed due to the program structure. I now look for the links between different areas of the business. I feel this is because all of our assignments require me to think about a variety of different aspects, not just one focus e.g. finance.
- I have seen my approach to learning advance and I am better able and more comfortable with academic texts and study.

- The emphasis on reflective learning processes has awakened my interest in the role of the self -development in management training.

7) How has the programme assessment impacted upon your learning?

- Frequent feedback has made me question and challenge how I learn and has taught me to carry out research base on the Internet and by reading books/journals.
- The program assessment has had a very positive effect on my learning, I feel that the coursework assignments have built my confidence and I now feel the need and want to learn more and more.
- The assessments have forced me to become more structured. The assignment programme has encouraged me to work towards deadlines. But it has been more challenging to work in a way where a period of learning is not directly followed by an assessment on the learning absorbed.
- Sometimes the assessment strategy has made it hard to link the different parts of the course together.
- At the beginning of the course we were being asked to reflect and at that stage I didn't know how to do this in a suitable way, since Sam took over she has spent time explaining exactly what we need to do in the assessment.

Appendix 2

Curriculum Design Team

The curriculum design team comprised of:

Jackie Bagnall – Teaching Fellow, Centre for Leadership Studies (CLS), The Business School, University of Exeter

Gerry Hinton – Teaching Fellow – CLS, The Business School, University of Exeter

http://centres.exeter.ac.uk/cls/about/

Alexandra (Sandy) Williams – Faculty of Business and IT, Exeter College (at time of course design), now Teaching Fellow, Department of Management, The Business School, University of Exeter

Appendix 2

Appendix 3

Enquiry Groups
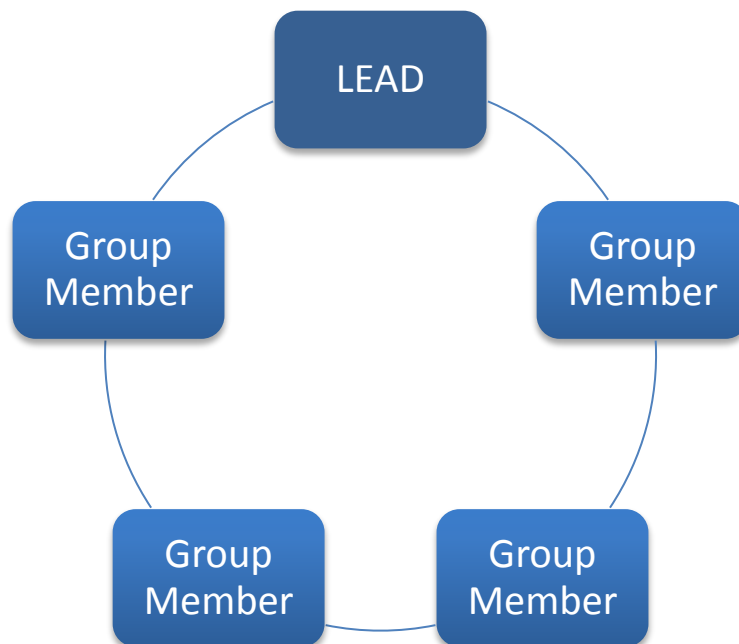
In Year 1 enquiry groups consisted of 5 individuals working together to consider:

1. Ethical Dilemma – The enquiry group leader provides ethical dilemma. The group members' use critical thinking approaches to explore the dilemma. The role of 'lead' is transferred each time the group re-convenes.

2. Resource Review – Within a pre-determined timeframe each group member presents an overview of an article, book, model etc. and its usefulness.

3. Professional Learning System Review – This element focuses upon personal and professional challenges, which have emerged over the preceding 6-week period. Discussions provide further material for reflection.

Data captured: Peer feedback is given to the leader; the leader completes a self-reflection based on this feedback; each member writes up review of critical thinking tool used; actions and reflections are transferred to each group member's PLT.

In Year 2 the enquiry groups work together to consider:

1. Business Improvement Project – A variety of tools and techniques are provided for the group to enable critical reflection upon the progress of the Individual Business Improvement Projects.

2. Resource Review – Within a pre-determined timeframe each group member presents an overview of an article, book, model etc. and its usefulness.

3. Professional Learning System Review – This element focuses upon personal and professional challenges, which have emerged over the preceding 6-week period. Discussions provide further material for reflection.

Appendix 4

Master Class Subject / Module Matrix for LMATI FDA

	Finance	HR & OB	PR & Marketing	Ops	Aviation Services	TQM	Credit
Strategic Leadership & Managerial Effectiveness 1							**60**
Resource Planning							**20**
Business Analysis							**20**
Designing Service Excellence							**20**
Strategic Leadership & Managerial Effectiveness 2							**60**
Leading Change							**20**
Business improvement project							**40**

Students are required to make ongoing links between taught material and all modules (e.g. a cross-functional business-wide approach) for formative and summative assignments

(left column label: M O D U L E S)

Appendix 5

Professional learning tool (PLT) – Example of the Year 1 PLT Structure

This critical reflection structure is completed on a weekly basis and provides students with a source of ongoing, formative feedback via submission to their personal tutor or mentor. Over time students will move towards a critically reflective stance, enabling them to use their PLT as a form of ipsative assessment.

The FDA Professional Learning Tool

Integrating what you learn with what you do, this weekly, managerial planning tool is an opportunity for you to 'pull together' all the elements of your personal and professional development. These weekly planning sheets form the basis of critical and strategic thinking and underpin all academic assignments.

Student Name:

Week ending:

Scoping: What challenges and opportunities are approaching?

Learning Links: What have I learned and how can I use it?

Ideas, innovations and enterprise: Which areas of business need improvement? What ideas could I explore further – what are the strengths and limitations of those ideas?
Reflection: What happened (Description), **Why** (Analysis, Interpretation), **So what?** (Overall Meaning and Application)

Actions: What things do I need to take forward and why?

Critical thinking: The question that I am exploring this week

Input from Mentor or tutor:

Signed by student:

Appendix 6

QAA FDBQ expectations of Foundation Degree holders

- Knowledge and critical understanding of the well established principles in their field of study and the way in which those principles have developed

- Successful application in the workplace of the range of knowledge and skills learnt throughout the programme

- Ability to apply underlying concepts and principles outside the context in which they were first studied, and the application of those principles in a work context

- Knowledge of the main methods of enquiry in their subject(s), and ability to evaluate critically the appropriateness of different approaches to solving problems in their field of study and apply these in a work context

- Understanding of the limits of their knowledge and how this influences analyses and interpretations based on that knowledge in their field of study and in a work context

- Typically, holders of Foundation Degrees would be able to:

- Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis in their field of study and in a work context

- Effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively in their field of study and in a work context

- Undertake further training, develop existing skills, and acquire new competences that will enable them to assume responsibility within organisations

And have:

- Qualities and transferable skills necessary for employment and progression to other qualifications requiring the exercise of personal responsibility and decision-making

- Ability to utilise opportunities for lifelong learning

(QAA 2010b, Para. 42)

Appendix 7

Year 1 Presentation Assessment Form

This presentation is a summative piece of work from the 'Designing Service Excellence' module. On successful completion of this module, students should be able to demonstrate the following:

The ability to:

1. Stimulate and analyse customer feedback when improving service delivery

2. Present service improvement ideas to peers and senior management

3. Recognise opportunities to involve others in the design of service improvement

4. Illustrate, with case studies, arguments for changes to service delivery

5. Develop arguments which demonstrate the use of data to support points made

6. Illustrate arguments using reflections upon own practice and drawing from assigned academic texts

11. Communicate ideas effectively by written, oral and visual means

Presentation Topic: All students have the same brief:

Produce a professional presentation focussed on enhancing or improving delivery of service excellence; support your argument with:

a) Evidence of appropriate analysis and a plan for the required resources to implement your ideas

&

b) Clearly define 'service excellence' using theories and examples to illustrate the definition.

Name of Assessor -

Presentation Date -

This feedback is based upon the presentation given by – **Name of Individual:**

Criteria	Description	Comments	Total Marks	Mark*
Service Delivery Improvement Proposal	Evidence of analytical and reflective thinking about the: • Potential impact of proposal • Practical viability of proposal e.g. resources required to implement the proposal		25	
Underpinning Knowledge	• Clear definition of 'service excellence' • Use of theories and examples to illustrate the definition		25	
Presentation Skills	Ability to present ideas effectively in person: • Engagement with audience E.g. eye contact, energy, body language, tone of voice • Appropriate use of supporting materials / technology • Time-keeping		25	
Presentation Design	• Coherent structure – points link and clear argument emerges • Clarity of purpose – why this is important and relevant to the audience		25	
Total			100	*

General feedback	**Strengths:**
	Areas for Improvement:

*Students are reminded that all marks are subject to confirmation by External Examiners.