**Programme Specification**

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

<table>
<thead>
<tr>
<th>1. Awarding Institution/Body</th>
<th>University of Kent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching Institution</td>
<td>Pearson College London (PCL)</td>
</tr>
<tr>
<td>3. School responsible for management of the programme</td>
<td>Kent Business School</td>
</tr>
<tr>
<td>4. Teaching Site</td>
<td>Pearson College London (PCL)</td>
</tr>
<tr>
<td>5. Mode of Delivery</td>
<td>Part time, Full time, Accelerated</td>
</tr>
<tr>
<td>6. Programme accreditation being sought for:</td>
<td>Association of Chartered Certified Accountants (ACCA)</td>
</tr>
<tr>
<td></td>
<td>Chartered Management Institute (CMI)</td>
</tr>
<tr>
<td></td>
<td>Chartered Institute of Marketing (CIM)</td>
</tr>
<tr>
<td>7. Final Award</td>
<td>BA (Hons)</td>
</tr>
<tr>
<td></td>
<td>BA</td>
</tr>
<tr>
<td></td>
<td>Diploma of Higher Education</td>
</tr>
<tr>
<td></td>
<td>Certificate of Higher Education</td>
</tr>
<tr>
<td>8. Programme</td>
<td>Applied Business Management</td>
</tr>
<tr>
<td>9. UCAS Code (or other code)</td>
<td>New code to be advised</td>
</tr>
<tr>
<td>10. Credits/ECTS Value</td>
<td>360 (180 ECTS)</td>
</tr>
<tr>
<td>11. Study Level</td>
<td>4-6</td>
</tr>
</tbody>
</table>
12. Relevant QAA subject benchmarking group(s) | Business and Management 2015 (SBS)
13. Date of creation/revision (note that dates are necessary for version control) | Nov 2015
14. Intended Start Date of Delivery of this Programme | September 2016

15. Educational Aims of the Programme
The programme aims:

- To develop students with the relevant knowledge, skills and ethical awareness to succeed in the modern global business environment and make a positive contribution to society
- To blend academic theory with practical application, recognising learning wherever and however it takes place, in order to develop students who can make a positive difference in the workplace from the very beginning of their careers
- To instil in students the capacity to work autonomously and behave authentically, constantly seeking to self-improve through reflection and renewal, and to ensure they stay at the cutting edge of business innovation and development
- To ensure students receive professional accreditation from their study where possible, in order to maximise the return on their investment in the programme

16 Programme Outcomes
The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

The programme outcomes have references to the subject benchmarking statement for Business and Management (2015).

By the end of the programme you should have acquired:

**A. Knowledge and Understanding of: (i.e. subject-specific knowledge and understanding)**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>A systematic knowledge and understanding of the key modern, dynamic international business environment, including the evolving nature of organisations and the external, cross border environment in which they must operate (SBS 3.2, 3.4 and 3.5).</td>
</tr>
<tr>
<td>A2</td>
<td>A systematic knowledge and understanding in an international context of the effective management of organisations, including cutting edge theories, models and frameworks which inform current practice (SBS 3.6).</td>
</tr>
</tbody>
</table>
A3 | A systematic knowledge and understanding of key areas within international business and management, such as: markets, marketing and sales; customers; finance; information systems; people and operations; communications; and global business strategy within the world trade system (SBS 3.7).

A4 | A systematic knowledge and understanding of the key pervasive issues within modern international business and management practice, such as sustainability, globalisation and corporate social responsibility, and of the need to consider such issues when formulating strategy and making business decisions (SBS 3.7).

**Skills and Other Attributes**

**B. Intellectual Skills:** *(i.e. subject-specific intellectual skills)*

| B1 | Critically analyse and evaluate information and arguments presented in a variety of formats and draw appropriate conclusions (SBS 3.9). |
| B2 | Conduct research using a variety of sources and methodologies and synthesise the data collected for use in the support of rational arguments and conclusions (SBS 3.9). |
| B3 | Reflect self-critically on their performance and how they come across to others with a view to ongoing learning, development and improvement (SBS 3.9). |

**C. Subject-specific Skills:** *(These will include practise and professional skills)*

| C1 | Apply the knowledge and understanding set out above to the solving of complex and multifaceted real-life practical problems in the modern globalised business and managerial environment (SBS 3.9). |
| C2 | Demonstrate the ability to work effectively in a team environment and contribute to the generation of appropriate business strategies, informed by an awareness of issues such as diversity, sustainability and the ethical implications of economic activity (SBS 3.9). |
| C3 | Manage relationships with internal and external stakeholders using appropriate communication channels, whilst demonstrating empathy and sensitivity to their needs (SBS 3.9). |
| C4 | Identify and critically analyse opportunities for innovation and entrepreneurship, developing and evaluating potential solutions using tools. |

**D. Transferable Skills:** *(Non-subject specific key skills)*

| D1 | Communicate information, ideas, problems and solutions effectively in a professional manner using appropriate media, with an awareness of the needs of their intended recipients (SBS 3.9). |
| D2 | Present themselves in a way which maximises their personal impact, demonstrating an awareness of different business cultures and environments and adaptability in meeting the challenges posed. |
| D3 | Demonstrate strong interpersonal skills, including effective listening and oral communication skills, as well as the associated ability to persuade, present and negotiate (SBS 3.9). |
| D4 | Collaborate effectively, both on a personal and potentially also organisational level, as part of a business entity working with others (including 'competitors') to achieve its goals (SBS 3.9). |
| D5 | Demonstrate the numeracy and literacy (including IT literacy) skills necessary to function effectively in the modern business environment (SBS 3.9). |
D6 | Work autonomously and independently on projects with minimal guidance from others, taking responsibility for their own work and learning (SBS 3.9).

D7 | Work with resilience under pressure, producing set outputs within a definite time-limited period with minimal access to external resources (SBS 3.9).

Learning, Teaching and Assessment Strategy

The learning and teaching strategy has been designed to facilitate the acquisition by students of the knowledge and understanding, skills and attributes which learners should develop during their time on the programme.

The learning and teaching strategy is based on a blended pedagogy and is designed to be flexible, allowing students to choose the approach that best suits their circumstances and learning needs.

All students are provided with the same resources on the OLE, which is the backbone of the programme and ensures a minimum level of consistency. The programme is based on a blended pedagogy that allows students to experience primarily face to face teaching over the programme while also developing the capacity to learn online, which is becoming increasingly the norm for workplace learning to take place. Modules can either be studied in the interactive classes model or the mentored independent study model and we expect students to experience a mix of these models during their time on the programme.

The following learning and teaching interventions have been designed to enable students to achieve the learning outcomes:

<table>
<thead>
<tr>
<th>Learning intervention</th>
<th>Content and learning outcomes</th>
<th>Mode of experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>These provide an introduction to each topic area, contextualising students’ pre-reading and drawing out interesting points of academic interest in a practical, business context. As such, lectures relate mainly, though not exclusively, to the knowledge outcomes A1-4 set out above.</td>
<td>These may be experienced: - live (face to face or streamed online, with the facility to ask questions in both) or pre-recorded (for part-time evening students).</td>
</tr>
<tr>
<td>Seminars</td>
<td>These provide a forum for students to explore and apply theory to realistic case studies, developing their skills and deepening their knowledge in the process. They are premised upon the flipped classroom approach, with students expected to have reviewed the lecture,</td>
<td>These may be experienced: - live (face to face or online in a virtual classroom).</td>
</tr>
<tr>
<td>Clinics</td>
<td>These provide an opportunity for students to develop their individual learning through individual or small group contact with their lecturer. There is no formal teaching structure for these sessions. Students might use these to i) revisit topics covered in lectures, seminars or their own individual study ii) develop their understanding of topics covered in lectures and seminars iii) obtain formative feedback on work or coursework assessments. There is a clinic each week for every module.</td>
<td>These may be experienced: - live (face to face or online in a virtual classroom).</td>
</tr>
<tr>
<td>One-on-one support</td>
<td>This provides the opportunity for students to clarify issues arising from their reading / any of the above activities, as well as to seek guidance on how to develop and improve their skills. As such, there is both a knowledge and skills component to this support, albeit tailored to the specific needs of the individual students.</td>
<td>Students will have open access to their module tutor for advice by a range of communication methods (face to face, telephone, email, chat etc.). For modules without regular taught sessions, students will have a timetabled weekly meeting with their module tutor. In addition, part-time students will have regular meetings with the tutor with special responsibility for part time students, who will act as their personal tutor.</td>
</tr>
</tbody>
</table>
UNIVERSITY OF KENT

Acceleration
Pearson College undergraduate degree programmes are available to be studied on an accelerated basis, giving students an opportunity to complete their degree in two years rather than the traditional three. Students who accelerate study during the summer term, thus completing three terms per academic year, rather than two. Accelerated degrees are an important aspect of Pearson College’s distinctive and flexible approach to higher education provision.

Students do not apply for accelerated programmes from the outset. Instead, they start on the three-year programme and apply to accelerate during the second term of their first year. Accelerated programmes are academically demanding and require high levels of commitment as well as good time management skills. They are not suitable for all students and students do not have an automatic right to accelerate.

Criteria for acceleration
Students are permitted to accelerate on the basis of satisfactory performance on the programme, based on their absence record, results in Level 4 assessments and feedback from their personal tutor. The specific criteria are set out below.

- 80% attendance at scheduled classes (authorised absences count as attendance)
- Passed all assessments at first attempt with 2:1 grades or above.
- Supporting reference from the personal tutor focussing on participation in class.

Process for acceleration
Decisions about acceleration will be made by the Progression and Retention Committee.
Applications for acceleration should be sent to the Registry by the end of Week 8 of the Spring Term. The Progression and Retention Committee will normally meet in the second week of May. It will consider the following evidence for each applicant for acceleration:

- Absence record
- Assessment results for Level 4. If necessary, the marking of work submitted at the end of the Spring term will be expedited.
- Personal tutor reference

Assessment Strategy
A variety of modes of assessment are used on the programme. These are designed to be the most appropriate assessment vehicles for each of the modules in question in terms of their learning outcomes. Assessments are designed to replicate the kind of activity students would be expected to undertake in the workplace wherever possible.

The following tools are therefore employed:

- Written examinations;
- Group assessment;
UNIVERSITY OF KENT

- Peer assessment;
- Portfolio assessment (including learning logs);
- Viva assessment;
- Coursework (for example: Blogs, Advertising campaigns, Wireframes for an app, Pitches, Briefing notes for a manager / Board of Directors, Business cases, Management Reports, Presentations, Training slides).

This multi-dimensional approach has the following benefits:

- As in work, students are assessed on the basis of their performance over the entire programme;
- In the course of this assessment regime, students' written, oral and online communication skills will be tested along with their capacity to work in a team and individually under pressure.

For details of when coursework / examinations will typically take place, please see above.

Feedback

Students will have the opportunity to receive timely constructive and developmental formative feedback, typically as part of the academic clinics during the term. During the clinics feedback will be provided in writing and orally. Mock presentations and examinations are also scheduled for which feedback is provided in advance of the summative assessment. Students will receive feedback on summative assessment at the end of the term.

The Online Learning Environment

Students are supported by a wide range of learning resources made available via the Online Learning Environment enabling them to study wherever and whenever they want, on their laptop, tablet or smartphone.

Through our Online Learning Environment students can access a variety of high quality study materials designed to support their learning. These include all essential reading including textbooks, articles and multimedia content such as videos. In addition:

- Recommended reading is available in electronic format which can be read online or down loaded on to student devices for offline reading.
- All lectures are recorded and available online so that students can watch them on their laptops, tablets or smartphones, pause and review subject matter that they find difficult to understand and watch them again as revision.
- Interactive topic reviews are provided to help students self-assess their understanding of a subject either at the start or end of a topic in order to help embed learning.
Discussion forums for online discussion and debate are provided. In addition to learning resources the Online Learning Environment also provides students with a gateway to a wide range of other resources to help them with their studies including news and announcements, timetables, support and guidance.

In addition to the provision of all essential reading in electronic format students also have access to a wide range of online library resources via the Online Learning Environment using their Athens account which is provided at the start of the programme.

Library resources include full access to DawsonEra, an online library that contains access to over 250,000 academic books across all disciplines and databases like EBSCO Business Source Complete which contain a wide range of full text academic journals and FT.com, which includes an electronic subscription to the business newspaper Financial Times and access to the archives including market reports and interactive business tools.

For more information on the skills developed by individual modules and on the specific learning outcomes associated with any Certificate, Diploma or BA/BSc non-honours awards relating to this programme of study, see the module mapping table, located at the end of this specification.

17 Programme Structures and Requirements, Levels, Modules, Credits and Awards

Introduction to the Programme
The BA Applied Business Management programme aims to combine management theory and practical application in a uniquely flexible way which enables students to use their work-related learning as the basis for critical analysis and academic appraisal.

This programme has been specially designed for students who, for a variety of reasons, may not have thought that Higher Education was an option for them. Typical BA Applied Business Management students are likely to have left school a few years ago and therefore be older than the average university entrant. They will have worked for at least two years, proving themselves in the real world of work and developing a passion for business and the desire to progress in their careers. They may not have the traditional, UCAS-tariff bearing, qualifications normally required for university, but they will have the ambition, commitment and ability to succeed.

The Applied Business Management programme is aimed at students who wish to take their place as leaders of the 21st business world. Many such professionals prefer to work alongside their studies and, indeed, many will have the ambition and drive to continue in full time employment, combining paid work and study. The programme offers both full time and part time variants with the needs of such students in mind.

The programme provides students an opportunity to use their workplace experience (both current and recent) as the basis of credit-bearing projects and emphasises learner autonomy. Students will have access to guidance from a personal tutor who will advise them about their projects and, if
The BA Applied Business Management programme is more ambitious in scope than a traditional business course, aiming to develop a new kind of business professional for the 21st century, as alive to their social responsibilities to the community as to the needs of their investors, shareholders or employers. In the digital age of pervasive social media, this is a commercial as well as an ethical imperative, and one with which students on the programme will be fully acquainted.

The programme aims to develop students' professional experience and confidence, combining the acquisition of detailed business knowledge with engagement with a wide variety of business people and contexts. This includes developing attributes in students such as resilience and an appreciation of cultural diversity and its impact on commercial entities and decision-making, particularly in a global business environment. Partly taught in Pearson's corporate premises on the Strand and High Holborn by business professionals as well as academics, students will learn about business holistically from within a business – learning how to make maximum impact in a corporate environment with word and deed, by applying their developing knowledge to the solution of realistic business problems.

Upon successful completion of the programme, students will emerge equipped with the knowledge, skills and mind-set to maximise their chances of making the kind of impact in the business world which their talents, inclinations and ambition dictate.

This programmes has an annual start date in September.

Accreditation

Accreditation is being sought for the programme and/or specific modules from:
- Association of Chartered Certified Accountants (ACCA)
- Chartered Management Institute (CMI)
- Chartered Institute of Marketing (CIM)

The programme is divided into three stages, each stage comprising modules to a total of 120 credits. Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus obtaining 120 credits in an academic year requires 1,200 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at [http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html](http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html)

Each module and programme is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at [http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html](http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html). To be eligible for the award of an honours degree students must obtain 360 credits, at least 210 of which must be at Level 5 or above, including at least 90 credits at level 6 or above at Stage 3.
Students successfully completing Stage 1 of the programme and meeting credit framework requirements who do not successfully complete Stage 2 will be eligible for the award of the Certificate of Higher Education in Applied Business Management. Students successfully completing Stage 1 and Stage 2 of the programme and meeting Credit Framework requirements who do not successfully complete Stage 3 will be eligible for the award of the Diploma of Higher Education in Applied Business Management. Students successfully completing Stage 2 of the programme and achieving 300 credits overall including at least 60 credits at level 6 or above in Stage 3 and meeting Credit Framework requirements will be eligible for the award of a BA non-honours degree.

For further information refer to the Credit Framework at https://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html#fallbackawards.

Compulsory modules are core to the programme and must be taken by all students studying the programme.
Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework at http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html.
Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework.

Compensation and Condonement
The following modules cannot be compensated or condoned:
- Principles of Business; 60 credits, level 4

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Level</th>
<th>Credits</th>
<th>Term(s) (indicative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRSN4107</td>
<td>Principles of Business</td>
<td>4</td>
<td>60</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>PRSN4111</td>
<td>Self-Managed Learning 1</td>
<td>4</td>
<td>30</td>
<td>1, 2 or 3</td>
</tr>
<tr>
<td>PRSN4105</td>
<td>Introduction to Research</td>
<td>4</td>
<td>30</td>
<td>1, 2 or 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Level</th>
<th>Credits</th>
<th>Term(s) (indicative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRSN5117</td>
<td>Introduction to Contract Law</td>
<td>5</td>
<td>15</td>
<td>1, 2, 3 or 4</td>
</tr>
<tr>
<td>PRSN5124</td>
<td>Strategic Marketing</td>
<td>5</td>
<td>15</td>
<td>1, 2, 3 or 4</td>
</tr>
</tbody>
</table>
PRSN5120  People Management and Leadership  5  15  1, 2, 3 or 4
PRSN5119  Operations and Project Management  5  15  1, 2, 3 or 4
PRSN5123  Self-Managed Learning 2  5  30  1, 2, 3 or 4
PRSN5104  Consultancy Project  5  30  1, 2, 3 or 4

Stage 3

Compulsory Modules

PRSN6115  Strategic Management  6  15  1, 2, 3 or 4
PRSN6114  Strategic Innovation Management  6  15  1, 2, 3 or 4
PRSN6105  Final Project  6  30  2 or 4
PRSN6111  Self-Managed Learning 3  6  30  1, 2, 3 or 4
PRSN6107  Innovative Marketing Strategies  6  15  1, 2, 3 or 4
PRSN6116  Sustainability  6  15  1, 2, 3 or 4

18 Work-Based Learning

Disability Statement: Where disabled students are due to undertake a work placement as part of this programme of study, a representative of the University will meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements.

19 Support for Students and their Learning

- Pearson College London induction programme
- Programme/module handbooks
- Learning resources & support - https://www.pearsoncollegelondon.ac.uk/student-experience/undergraduate/learning-support.html
- Student Support & Wellbeing https://www.pearsoncollegelondon.ac.uk/study/postgraduate/student-support.html
- PCL Student Association https://www.pearsoncollegelondon.ac.uk/student-experience/undergraduate/pcsa.html
- Careers and Employability https://www.pearsoncollegelondon.ac.uk/working-with-business/career-coaching.html

Academic and pastoral support

- At programme commencement, students will be allocated a Personal Tutor, who will effectively act as their academic mentor. Students will be allocated a Personal Tutor at each level of the
programme.

- Personal Tutors will provide ongoing advice on academic and pastoral matters (in partnership with academic tutors in other modules). They will act as students' first port of call for support during their studies at the relevant level.

- Students will have an initial one-to-one meeting with their Personal Tutor in the first few weeks of their studies at the relevant level as part of a settling in process, in which any early issues of an academic or pastoral nature may be addressed.

- Students’ academic progress will be formally reviewed twice per academic year by their Personal Tutor.

- Personal Tutors will write annual reports on each of their students, based on the appraisal process set out above, which collectively will form the basis of the employability reference with which students will be issued upon completion of the programme.

- If a student experiences issues or problems which their Personal Tutor the student may contact the Programme Leader.

## Learning support

Students with specific learning support needs will be directed to the Registry to obtain advice and guidance on how to progress through their studies. This includes addressing any special needs requirements through appropriate Learning Contracts. Further information is available in the Student Handbook.

### 20 Entry Profile

The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the programme begins. There is no upper age limit.

#### 20.1 Entry Route

For fuller information, please refer to the University prospectus

This programme is specifically aimed at students without formal tariff-based qualifications. The entry requirements are:

- Interview
- Pass PCL applicant workshop (see below)
- At least two years’ relevant work experience

## Interview and Applicant Day

Interview - all applicants are interviewed regardless of their qualifications and experience. The College interviews applicants to assess their potential to succeed on the programme, taking into account their attitude and motivation, as well as their academic potential and experience.
Assessment. All applicants will participate in the College applicant workshop, to assess whether or not they have the core skills needed to study this programme. This comprises a Core Abilities test (numerical, verbal and non-verbal reasoning), the Watson-Glazer test of critical thinking and a short written piece.

The Interview and Applicant Day will usually last around two hours.

Accredited Prior Certified Learning (APECL)
Students may be admitted at Stage 2 or Stage 3 of the programme, or may gain exemptions from particular modules, based on APECL. Such cases are subject to prior approval by the University of Kent according to its APECL process see:

http://www.kent.ac.uk/teaching/qa/codes/taught/annexr.html.

Non-Native English Speakers
Students who are not native English speakers will also need to demonstrate their proficiency with appropriate qualifications or evidence of having been taught English previously. Typical English Language Level: Average 6.5 IELTs, minimum 6.0 reading and writing or Pearson Test of English 61 overall, with reading and writing 54 and no other sub score lower than 51.

Diversity
Pearson College welcomes applications from people of all backgrounds and abilities. Those with a disability are encouraged to discuss the nature of their disability with the College during the application process. The College has a process to assess additional learning needs, providing support and where appropriate ‘reasonable adjustments’ in assessment.

20.2 What does this programme have to offer?
Key features of the programme
Students on the programme will have the opportunity:

- To use their work-related experiences as the basis for customised modules, through research or consultancy projects and self-managed learning
- To study effectively alongside full-time employment (part-time mode)
- To have guidance from a specially designated tutor with responsibility for part-time students (part-time mode)
- To study at a pace of their choosing
- To study modules designed and delivered with direct employer input
- To obtain professional accreditation for their studies wherever possible
- To undertake self-managed learning modules which allow them to design their own module (e.g. by choosing existing modules available at other UK or International HE institutions, by undertaking a MOOC together with an assessment, or by designing a module around their learning in the workplace)
- Design of the programme included industry and student involvement through the College’s Design Concept Team (DCT) approach in both curriculum but also the approach to learning, teaching and assessment.

20.3 Personal Profile
A typical applicant might be expected to demonstrate at the commencement of his/her studies the following:

- Relevant work experience which has generated the ambition and enthusiasm for a successful career in business
- a general interest in business and managing organisations
- a strong interest in developing a career in business and/or management
- a willingness to be good at working with others
- good oral and written communication skills
- a willingness to build knowledge across all aspects of business management
- appropriate levels of numeracy and/or a willingness to develop them
- a willingness to acquire relevant IT skills

21 Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning
21.1 Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards

- Student module evaluations
- Annual programme and module monitoring reports, see http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html
- External Examiners system, see http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html
15

**UNIVERSITY OF KENT**

- Periodic programme review, see [http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html](http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html)
- Annual staff appraisal
- Peer observation
- Quality Assurance Framework, see [http://www.kent.ac.uk/teaching/qa/codes/index.html](http://www.kent.ac.uk/teaching/qa/codes/index.html)
- QAA Higher Education Review, see [http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx](http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx)
- External accreditation being sought from the ACCA, CMI and CIM.

### 21.2 Committees with responsibility for monitoring and evaluating quality and standards

Committees at the University of Kent include:
- School Learning and Teaching Committee
- Faculty Learning and Teaching Committee
- Faculty Board
- Learning and Teaching Board
- Board of Examiners

Committees at Pearson College London include:
- Staff-Student Liaison Committee
- Progression and Retention Committee
- Review and Enhancement Committee
- Academic Board
- Strategic Planning Committee

### 21.3 Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Staff-Student Liaison Committee
- Annual NSS (from 2017 onwards) and PCL internal annual student surveys
- Student module evaluations
- Student representation system

### 21.4 Staff Development priorities at PCL include:

Staff Development Programme that includes:
- PGCHE requirements
- HEA (associate) fellowship membership
- Annual appraisals
- Institutional Level Staff Development Programme
- Professional body membership and requirements (where appropriate)
- Programme team meetings
- Research seminars
22. Indicators of Quality and Standards

- PCL QAA Higher Education Review Plus report
- QAA Educational Oversight Report May 2015
  (http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/Pearson%20College/Pearson%20College-EO-AM-15.pdf)

Future indicators after the commencement of the programmes will include:
- Annual External Examiner reports
- Annual programme and module monitoring reports (UoK and PCL)
- Result of PCL periodic review
- Result of University of Kent Periodic Review
- Professional Accreditation
- Graduate Destinations

22.1 The following reference points were used in creating these specifications:

- QAA UK Quality Code for Higher Education
- PCL Plan/Learning and Teaching Strategy

October 2015