

# PASS Case Study 3

## Summary

Variety of PBA	Synoptic assessment is used across the programme, requiring a cross-functional approach to business environment issues in all assessments.
Course	Leadership and Management in the Air Travel Industry Foundation Degree (LMATI FDA)
Faculty and institution	Accredited by the University of Exeter and delivered by the academic partner, Exeter College.
Type/duration	Two years full-time
Timing	Introduced in September 2009

## Overview

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.

## Main objectives

- To ensure that the programme had significant impact for both the employer and employee.
- To link learning directly to workplace experience and to integrate academic and managerial practice.
- To adopt an approach to leadership and management education, which moves away from the atomisation of the subject into discrete business functions.

## PFA format

- Use of synoptic problem-based assessment and extended yearlong modules.
- Students are required to make ongoing links between taught material and all modules (i.e. a cross-functional, business-wide approach) for all formative and summative assignments.
- Ongoing formative feedback and continuous opportunities for critical reflection.

## Key assessment framework/regulations/administration

- Modules are assessment modules, not teaching modules.
- Course is implemented within standard University regulations.
- Attention was paid to creation of e-submission system.
- Programme Director role is key to effective delivery.

## Main impact on teaching staff

- Setting up infrastructure was demanding – this may reduce in time.
- More use of peer and self-assessment.
- More formative feedback supplied to students.

## Main Impact on students

- Initial anxieties demonstrated need for clear communication and induction.
- Students have more responsibility for their own learning.
- Students seem to be adopting more 'deep learning' approaches.

## External impact

- Employer (Flybe) reports improved performance from students who have taken the course.

## Further details

Department/Faculty	Faculty of Business and IT / Business School
Institution	Exeter College / University of Exeter
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Further information	<a href="http://www.pass.brad.ac.uk/case-studies/4-exeter-flybe.pdf">http://www.pass.brad.ac.uk/case-studies/4-exeter-flybe.pdf</a>