Christine Fountain
Susan Patrick

Innovative design and delivery of flexible educational practices aligned to contemporary organisational needs.

HEA Annual Conference
2nd & 3rd July 2014
Southampton Solent University
Mission Statement

“The pursuit of inclusive and flexible forms of Higher Education which meet the needs of employers and prepare students to succeed in a fast-changing competitive world.”
HEA Theme

- Linking to key themes within the ‘future is now’ this session will explore our journey of delivering flexible learning to a diverse, contemporary and professional student body.

- This structured discussion presents an interactive and insight into 2 successful models of flexible learning designed and developed at Southampton Solent University.
We invite delegates to consider the strengths, opportunities, threats & weaknesses of flexible learning design & delivery within their own institution.

We have specifically designed transition between levels; our students and the course designs proactively encourage accessibility with an employability focus.
University & Industry Partnerships: Health

- Local demand for HE accreditation programmes
- Changing needs of employer led education: high quality internal training programmes, which would benefit from University accreditation
- Able to benefit time pressured professional students
- Developments in both Health & Higher Education sectors
Southampton Solent University is committed to working with employers to enable employer training and learning schemes within the workplace to be accredited by the University.

Accreditation provides businesses with university recognition of achievement for individuals or groups of learners and the opportunity for learners to progress to university qualifications.

We can accredit in-house staff development programmes, short courses and professional learning at undergraduate and postgraduate level using both professional development frameworks & traditional academic awards.
University Role in Collaborations

- Accreditation of programme without any changes to recruitment and in house delivery
- Responsible for academic underpinning, assessment & all quality assurance
- Supported by University VLE, skills support, assessment clinic & academic link
University and Industry Provision: Retail

- Fd, BSc, MSc Blended Learning Provision
- Target those already in the workplace seeking to enhance and develop their qualifications and experience.
- Local/national demand for HE accreditation programmes
- Able to benefit time pressured professional students
- Creation of professional networking group
2. Retail Courses

The Premise

These courses target those already in the workplace seeking to enhance and develop their qualifications and experience. The Fd title ‘Retail’ reflects the practice of retailing. The student is likely to be of a level in the work environment where this overarching approach is appropriate.

The BSc and the MSc reflect the middle/senior/executive management cohort, likely to be middle career professionals seeking validation of their skills and experience, augmented by academic endeavour.

The Commendations

The panel identified the following specific areas of innovation and good practice associated with the undergraduate proposals:

- The strong links of members of the course team into industry. The panel would hope that formal links are developed between major companies and the retail courses.
- The experience of staff in the use of blended learning and how best to optimize this for students has been incorporated into this provision. A strategy for supporting students in their learning had clearly been developed.
- Motivated and well-informed course team, who are already looking to the future of the industry and anticipating new developments.
USPs

- Work based learning ensures that the course is relevant, current and ‘on the job’ and enables students to ‘earn and learn’.
- Southampton Solent Business School (SSBS) has significant expertise and proven success in Blended Learning delivery.
- Niche course - SSBS will have limited competition.
- Programmes that reflect the real world professional practice of retailing and retail management in the business environment by taking a thematic approach to management study.
- Non-standard entry encouraged and facilitated.
- CMI recognition at MSc level has been applied for.
# FdA Retailing

<table>
<thead>
<tr>
<th>Core 20 Credits</th>
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<tbody>
<tr>
<td>Retail Environment Delivery 5 Period 1</td>
<td>Personal and Professional Development 1 Delivery: Period 1</td>
<td>Retail Operations Delivery: Period 2</td>
<td>Consumer Behaviour Delivery: Period 2</td>
<td>Managing Information Delivery: Period 2 2nd part</td>
<td>In Store Customer Marketing: Period 2 2nd part</td>
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<tr>
<th>Core 40 Credits</th>
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<th>Option 20 Credits</th>
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<tr>
<td>Personal and Professional Development 2 Delivery: 1st part Period 1. Overall project Long Thin</td>
<td>Retail Law Delivery: Period 1</td>
<td>Manage and Develop People in Retail Delivery: Period 2</td>
<td>Manage Retail Customer Service Delivery: Period 2</td>
<td>Leadership in Retail Delivery: Period 2 or 2nd part.</td>
<td>Developing Retail Channels: Period 2 2nd part.</td>
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## Options

**Period 1:**

**Period 2:**
Leadership in Retail Developing Retail Channels Both 2nd part.

**Long Thin:**
# BSc (top up) & MSc Retail Management

<table>
<thead>
<tr>
<th>Retail Work Based Project Preparation</th>
<th>Retail Project Literature Review</th>
<th>Retail Work Based Project</th>
<th>Current Business Issues.</th>
<th>Supply Chain Management</th>
<th>Management of Change</th>
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<td>20 CREDITS</td>
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<td>OCT 13- MAY 14</td>
<td>OCT 13 – MAY 14</td>
<td>MAY 14 – MAY 15</td>
<td>OCT 13 – AUG 14</td>
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**Blended Delivery (ALL long, thin delivery pattern)**

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<thead>
<tr>
<th>Year 1 - 60 Credits</th>
<th>Continuing Professional and Personal Development in Retail (15)</th>
<th>Business Skills for Leadership (15)</th>
<th>Management in Context (30)</th>
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<tbody>
<tr>
<td>Year 2 - 60 Credits</td>
<td>Management Research Methods (15)</td>
<td>Organisational Development (L7) (30)</td>
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<td><strong>Business Issues</strong></td>
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<td>and Practice (30) #</td>
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<td>Year 3 60-Credits</td>
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# Unit runs over p2 in year 2 and P1 in year 3

**PAB 5 weeks following last semester 3 date.**
The Future is Now, So.................

- How does your institution meet the opportunity presented by the non traditional student?
- As technology is further embedded into everyday life, how have the learning and teaching models evolved in your institution?
- How does your institution respond to the inherent challenges i.e. changing academic roles, new pedagogies, systems challenges?
Active Group Discussion

In small groups consider strengths, weaknesses, opportunities and threats of flexible learning design and delivery at your institution(s).

A SWOT analysis summarises the key issues from an analysis of the business environment and the strategic capability of an organisation (Johnson & Scholes 2013).

Plenary discussion - common themes within the SWOT.
Closing remarks

Our thanks for your contribution

Keep in touch!