| Middlesbrough College

| Foundation Degree Hospitality Management

| Programme Specifications

May 2018

Programme Specification

1. Overview/ factual information

Programme/award title(s)	Foundation Degree Hospitality Management
Teaching Institution	Middlesbrough College
Awarding Institution	The Open University (OU)
Date of first OU validation	N.A.
Date of latest OU (re)validation	N.A.
Next revalidation	N.A.
Credit points for the award	240
UCAS Code	N.A.
Programme start date	September 2018
Underpinning QAA subject benchmark(s)	Events, Hospitality, Leisure, Sport and Tourism (2016) Business and Management (2015) Foundation Degree Characteristics Statement (2015)
Other external and internal reference points used to inform programme outcomes	SEEC Credit Level Descriptors Framework for Higher Education Qualifications Foundation Degree Characteristics Statement (2015) QAA Quality Code
Professional/statutory recognition	None
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face)	FT – Face-to Face PT – mix of face to face and blended learning
Duration of the programme for each mode of study	FT: 2 years (30 weeks) PT; 2 years (40 weeks)
Dual accreditation (if applicable)	N.A.
Date of production/revision of this specification	May 2018

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 s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The overall aims of the programme are to:

- provide curricula, informed by industry professionals and subject specialists, which develop a range of technical, professional, vocational and transferable skills appropriate to the level of the award;

- develop employability skills that enhance productivity in the hospitality sector and prepare students for a career in the industry;

- develop lifelong, independent and reflective learners;

- involve students in an intellectually stimulating and satisfying experience of learning and studying hospitality management;

- produce capable and well-rounded graduates who will contribute to the skill of the local, regional and national economies within the hospitality industry;

- provide students with a broad and detailed understanding of key hospitality concepts;

- develop students' enthusiasm, abilities and interests to bring out their full potential;

- produce graduates with the sector-relevant skills, knowledge, understanding and professional attitudes required to contribute to - and find/create employment in - the contemporary hospitality industry.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

The Foundation Hospitality Management Degree shares modules with Foundation Degrees in *Culinary Arts Management*, *Hospitality Management*, *Business, Airport and Airline Management and Travel and Tourism* as indicated in Table 1 below.

Business	Travel & Tourism	Airline Management	Hospitality Management	Culinary Arts Management
		Level 4		
The Work Environment and Reflective Practice				
			Managing and Developing People	
			Marketing and Communication	
			Financial and Revenue Management Awareness	
			Food and Beverage Management	
	Financial Decision Making			
	Managing and Developing Talent			
	Managing Service Standards in the Aviation and Tourism Sectors			
	Marketing Strategy and Tactics			
		Level 5		
Industry Related Project				
			Business Development and Entrepreneurship	
			International Culture and Communications	
	Technologies in Aviation, Travel and Tourism			
	Contemporary Issues within the Aviation, Travel and Tourism Sectors			

Figure 1

The Programme Team is simultaneously validating a BA (Honours) top up degree in Hospitality Management which provides an ideal Level 6 award for this Foundation Degree programme.

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place
Work-based Learning takes place at both Level 4 and 5. The work-related learning takes place within the module *The Work Environment & Reflective Practice* at Level 4 (20 credits) and the *Industry Related Project* module at Level 5 (40 credits).

2.4 List of all exit awards
Cert. HE Hospitality Management [120 Credits] Foundation Degree Hospitality Management [240 Credits]

3. Programme structure and learning outcomes

Programme Structure - LEVEL 4					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Managing and Developing People in the Hospitality Profession	20			Y	Semester 2
Marketing and Communications	20			Y	Semester 1
Financial and Revenue Management Awareness	20			Y	Year Long
Food Beverage Management	20			Y	Semester 1
On-Licensed Trade Management	20			Y	Semester 2
The Work Environment and Reflective Practice	20			Y	Weeks 1-30 FT Weeks 1-40 PT

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy / assessment methods**
At the end of the module learners will be expected to: **A1**: Learn - and utilise - a range of simple research methods.	**A1**: In tutorial/seminar sessions, students utilise a range of research methods and explore industry case studies. Students receive regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is a presentation to peers to

Learning Outcomes – LEVEL 4

3A. Knowledge and understanding

	develop communication skills, supported by a written skills audit and action plan.
A2: Learn - and employ - a range of reflective practice techniques to assist in developing greater self-awareness.	**A2**: Tutorial/seminar sessions are used to facilitate students to explore and utilise a range of reflective Practice techniques. Students also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is a presentation to peers to develop communication skills, supported by a written skills audit and action plan.
A3: Recognise the importance of adopting an ethical approach to gathering and managing information on organisations.	**A3**: Tutorial/seminar sessions are used to introduce students to the importance of ethical issues when gathering and managing information on organisations. Students also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is a presentation to peers to develop communication skills, supported by a written skills audit and action plan.

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
A4: Describe the relevance of key theories of human resource management and legislation to the management of people in the hospitality sector.	**A4**: Tutorial/seminar sessions facilitate students to explore key theories of human resource management and legislation. Students also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment explores theoretical components concerning the key topic areas in employment law, recruitment, selection, and employer and performance management.
A5: Describe, explain and utilse key elements of key concepts in marketing.	**A5**: Tutorial/seminar sessions facilitate students to utilise selected marketing research methods and marketing tools. Students also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessments compare and contrast the concepts of marketing production sales and service orientation.
A6: Identify and explain key financial principles and concepts.	**A6**: Tutorial/seminar sessions facilitate students to explore financial budgets, accounts, profit and loss, balance sheet statements, breakeven and ratio analysis. Students also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some

Learning Outcomes – LEVEL 4
3A. Knowledge and understanding

	sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is a question paper which tests understanding of the relationships between the parameters listed financial principles and concepts of revenue management.
A7: Describe the current use of key financial principles.	**A7**: Tutorial/seminar sessions facilitate students to describe key financial principles in decision making in budgets including businesses strategic goals. Students also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved through a reflective log. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is a question paper which tests understanding of the relationships between the parameters listed financial principles and concepts of revenue management.
A8: Recognise the importance of key financial principles in decision making.	**A8**: Tutorial/seminar sessions facilitate students to recognise the importance of key financial principles in decision making. Students also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is a question paper which tests understanding of the relationships between the parameters listed financial principles and concepts of revenue management.

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
A9: Describe the key drivers of legislative change that affect the licensing trade and the structure of ownership and management.	**A9**: In tutorial/seminar sessions, students take part in activities and tasks which explore the key drivers that change the licensing trade. Students also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is an assessment paper which tests understanding of the relationships government legislation, ownership structures and licensing policies.
A10: Identify and explain recipes and menus in line with current government initiatives.	**A10**: In tutorial/seminar sessions, students take part in activities and tasks which explore menu styles, designs in line with current government initiatives. Students also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is a question paper which tests understanding of the relationships between the constraints of menu engineering
A11: Describe and utilise key elements of food and beverage systems and operational controls.	**A11**: In tutorial/seminar sessions, students take part in activities and tasks describing and explaining the factors which affect the meal experience and customer profiling. Students also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
	all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is a question paper which tests understanding of the relationships between the constraints of menu engineering.
A12: Describe and explain the factors which affect the meal experience.	**A12**: In tutorial/seminar sessions, students take part in activities and tasks describing and explaining the factors which affect the meal experience and customer profiling. Students also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is a question paper which tests understanding of the relationships between the constraints of menu engineering.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1: Use simple research methods to gather information about a given industry.	**B1**: Tutorial/seminar sessions facilitate students to utilise a range of research methods. Students also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is a presentation to peers to develop communication skills, supported by a written skills audit and action plan.
B2: Identify personal strengths and areas for development using prescribed reflective practice techniques.	**B2**: Tutorial/seminar sessions facilitate students to utilise a range of reflective practice techniques. Students also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is a presentation to peers to develop communication skills, supported by a written skills audit and action plan.
B3: Formulate a future development plan to ensure that skills remain current.	**B3**: Tutorial/seminar sessions facilitate students to formulate a future development plan to ensure that their skills remain current. Students also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback

3B. Cognitive skills	
	and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is a presentation to peers to develop communication skills, supported by a written skills audit and action plan.
B4: Recognise the ways in which the provisional and changing nature of human resource management influences practice in the hospitality sector.	**B4**: Tutorial/seminar sessions facilitate students to recognise changes and influences in human resource management and legislation. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment explores theoretical components concerning the key topic areas in employment law, recruitment, selection, and employer and performance management.
B5: Recognise the provisional and changing nature of knowledge in marketing.	**B5**: Tutorial/seminar sessions facilitate students to recognise changes influencing marketing and any ethical issues raised. Sessions provide ample opportunity for ongoing one-to one, formative feedback and tutorial support. Some sessions are used or one-to-one feedback relating to the first assignment. Summative assessments compare and contrast the concepts of marketing orientation, production orientation and sales orientation.
B6: Present and justify conclusions from data presented.	**B6**: Tutorial/seminar sessions facilitate students to explore the ways in which financial awareness and principles are described, discussed and demonstrated. Students practice these techniques in facilitated practical exercises a series of company accounts and exercises. Sessions provide ample opportunity for ongoing one-to-one demonstrations, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is a question paper which tests understanding of the

3B. Cognitive skills	
	relationships between the parameters listed financial principles and concepts of revenue management.
B7: Apply given tools and methods to given scenarios.	**B7**: In tutorial/seminar sessions, students apply financial tools and methods in facilitated practical exercises, utilising company accounts. Sessions provide ample opportunity for ongoing one-to-one demonstrations, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is a question paper which tests understanding of the relationships between the parameters listed financial principles and concepts of revenue management.
B8: Recognise the provisional and changing nature of knowledge of government initiatives within the food and beverage trade.	**B8:** Tutorial/seminar sessions facilitate students to explore government initiatives within the food and beverage trade. Sessions provide ample opportunity for ongoing one-to-one demonstrations, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is via a question paper which tests understanding of the relationships between the constraints of menu engineering.
B9: Describe the development of recipes and menus.	**B9:** Tutorial/seminar sessions facilitate students to develop recipes and menus. Sessions provide ample opportunity for ongoing one-to-one demonstrations, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is a question paper which tests understanding of the relationships between the constraints of menu engineering.
B10: Identify and explain food and beverage operational controls.	**B10:** Tutorial/seminar sessions facilitate students to identify and explain food and beverage operational controls. Sessions provide ample opportunity for ongoing one-to-one demonstrations, formative feedback and tutorial support. Some sessions are used for one-to-one feedback

3B. Cognitive skills	
	relating to the first assignment. Summative assessment is a question paper which tests understanding of the relationships between the constraints of menu engineering.
B11: Recognise the provisional and changing nature of licensing legislation.	**B11:** Tutorial/seminar sessions facilitate students to explore licensing legislation and on-licenced premises scenarios. Sessions provide ample opportunity for ongoing one-to-one demonstrations, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is an assessment paper which tests understanding of the relationships government legislation and ownership structures.
B12: Apply relevant marketing theory to the licensed premises trade.	**B12:** Tutorial/seminar sessions facilitate students to apply relevant marketing theory to the licensed premises trade through the exploration of on-licenced premises scenarios. Sessions provide ample opportunity for ongoing one-to-one demonstrations, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is an assessment paper which tests understanding of the relationships government legislation and ownership structures.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1: Operate ethically in the collection and use of information on organisations.	**C1**: Tutorial/seminar sessions facilitate students to identify how to operate ethically in the collection and use of information on organisations. Students also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is a presentation to peers to develop communication skills, supported by a written skills audit and action plan.
C2: Develop the ability to work autonomously.	**C2**: Tutorial/seminar sessions facilitate students to develop their ability to work autonomously. Students also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is a presentation to peers to develop communication skills, supported by a written skills audit and action plan.
C3: Reflect upon the practical, professional skills required in engineering menu development	**C3**: Tutorial/seminar sessions facilitate students will reflect on their engineering menu development. Sessions provide ample opportunity for ongoing one-to-one demonstrations, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is a question paper which tests

3C. Practical and professional skills
	understanding of the relationships between the constraints of menu engineering.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1: Identify personal strengths and areas for development.	**D1**: Tutorial/seminar sessions facilitate students to assess their personal strengths and areas for development. Students also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is a presentation to peers to develop communication skills, supported by a written skills audit and action plan.
D2: Identify and articulate personal skills, abilities, interests and motivations and relate these to career opportunities.	**D2**: Tutorial/seminar sessions facilitate students to identify and articulate personal their personal skills, abilities, interests and motivations and relate these to career opportunities. Students also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is a presentation to peers to develop communication skills, supported by a written skills audit and action plan.

3D. Key/transferable skills	
D3: Develop a personal development plan to improve employability prospects.	**D3**: Tutorial/seminar sessions facilitate students to develop a personal development plan directly linked to employability prospects. Students also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is a presentation to peers to develop communication skills, supported by a written skills audit and action plan.
D4: Communicate effectively in group discussions and as an individual.	**D4**: Tutorial/seminar sessions facilitate students to communicate effectively in group discussions and as an individual. Students ill also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is a presentation to peers to develop communication skills, supported by a written skills audit and action plan.
D5: Identify and use writing skills appropriate to context.	**D5**: Tutorial/seminar sessions facilitate students to their writing skills appropriate to the context. Students will also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is a presentation to peers to

3D. Key/transferable skills	
	develop communication skills, supported by a written skills audit and action plan.
D6: Demonstrate numerical and statistical skills in simple contexts at a foundation level in the discipline.	**D6:** Tutorial/seminar sessions facilitate students to explore and utilise numerical concepts in the context of company accounts. Sessions provide ample opportunity for ongoing one-to-one demonstrations, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is a question paper which tests understanding of the relationships between the parameters listed financial principles and concepts of revenue management.
D7: Utilise basic IT tools (e.g. word-processing; spread sheets; information searching) in tutor-defined contexts.	**D7:** Tutorial/seminar sessions facilitate students to utilise basic IT tools (e.g. word-processing; spread sheets; information searching) in tutor-defined contexts. Sessions provide ample opportunity for ongoing one-to-one demonstrations, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is via question paper which tests understanding of the relationships between the parameters listed financial principles and concepts of revenue management.

Cert. HE Hospitality Management [120 Credits]

Programme Structure - LEVEL 5					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Business Development and Entrepreneurship	20			Y	Semester 1
International Culture and Communications	20			Y	Semester 2
Events Management in the Hospitality Profession	20			Y	Semester 1
Rooms Division Management	20			Y	Semester 2
Industry Related Project	40			N	Weeks 1-30 FT Weeks 1-40 PT

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
At the end of the module learners will be expected to: **A1**: Apply the skills of research-based approaches to identify solutions to a pre-defined problem or task within an organisation. **A2:** Apply appropriate tools and concepts to a problem or task. **A3**: Develop an understanding of business enterprise. **A4**: Understand the requirements of setting up a business, new product/service development or direction. **A5**: Demonstrate knowledge and understanding of the development of business ideas, and how these relate to economic and social development.	**A1**: Group seminars and one-to-one tutorial sessions are provided to help students critically to review and select research methods to identify solutions to a pre-defined problem or task within an organisation. **A2**: Group seminars and one-to-one tutorial sessions are provided to help students critically to apply appropriate tools and concepts to a problem or task. **A3**: Group seminars and one-to-one tutorial sessions are provided to help students develop an understanding of business enterprise. **A4**: Group seminars and one-to-one tutorial sessions are provided to help students Understand the requirements of setting up a business, new product/service development or direction. **A5**: Group seminars and one-to-one tutorial sessions facilitate students to demonstrate knowledge and understanding of the development of business ideas, and how these relate to economic and social development.

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
A6: Critically analyse the, ethical and cultural context in which hospitality businesses operate in the international environment.	**A6:** Group seminars and one-to-one tutorial sessions facilitate students to explore ethical and cultural challenges in the hospitality business within an international context. Students also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is an individual report based around a case study of a multinational organisation.
A7: Use appropriate business tools and concepts critically to review a range of strategic and operational issues involved with planning and running events.	**A7:** Tutorial/seminar sessions facilitate students to review a range of strategic and operational issues involved with planning and running events. This activity also includes an exploration of food production and food and beverage service options for events management and exploring the ergonomic considerations for staging events. Students also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is a case study investigating the principles underpinning event management including a short group presentation promoting the event.

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
A8: Demonstrate a detailed knowledge of food production and food and beverage service options for events management.	**A8:** Tutorial/seminar sessions facilitate students to explore food production and food and beverage service options for events management. Students also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is a case study investigating the principles underpinning event management including a short group presentation promoting the event.
A9: Explore ergonomic considerations when staging events.	**A9:** Tutorial/seminar sessions facilitate students to explore ergonomic considerations when staging events. Students have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is a case study investigating the principles underpinning event management including a short group presentation promoting the event.
A10: Demonstrate knowledge of the factors that contribute to effective management and business performance of accommodation management.	**A10:** Tutorial/seminar sessions facilitate students to explore the factors that contribute to effective management and business performance of accommodation management. Students also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
	all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is an essay exploring key topic areas in law and regulatory constraints environmental issues within hotel trading around the 'back of house' provision.
A11: Apply, question and relate appropriate management concepts to analyse accommodation management performance.	**A11:** Tutorial/seminar sessions facilitate students to apply, question and relate appropriate management concepts to analyse accommodation management performance. Students also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is an essay exploring key topic areas in law and regulatory constraints environmental issues within hotel trading around the 'back of house' provision.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1: Analyse and interpret industry related evidence and data in the completion of the project.	**B1**: Group seminars and one-to-one tutorial sessions facilitate students to identify an aspect of hospitality/management and choose appropriate tools/methods for its investigation in a considered manner. Some sessions are used for one-to-one feedback supporting the first assignment. Summative assessment is a written report.
B2: Employ balanced and logical argument to support proposed solutions to the problem or task agreed with the organisation.	**B2:** Group seminars and one-to-one tutorial sessions facilitate students to employ balanced and logical argument to support proposed solutions to the problem or task agreed with the organisation. Some sessions are used for one-to-one feedback supporting the first assignment. Some sessions are used for one-to-one feedback supporting the first assignment. Summative assessment is a written report.
B3: Demonstrate intellectual flexibility and openness in identifying suitable solutions to a problem or task agreed with an organisation.	**B3:** Group seminars and one-to-one tutorial sessions facilitate students to demonstrate intellectual flexibility and openness to new ideas in identifying suitable solutions to a problem or task agreed with an organisation. Some sessions are used for one-to-one feedback supporting the first assignment. Summative assessment is a written report.
B4: Create and evaluate strategies and practices in relation to the development of a specified enterprise context and evaluate entrepreneurial skills.	**B4:** Tutorial/seminar sessions facilitate students to create and evaluate strategies and practices in relation to the development of a specified enterprise context and evaluate entrepreneurial skills. Students also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is a

3B. Cognitive skills	
	strategic/business plan (including theoretical considerations) for a new business proposal/venture and the design of an A3 colour poster to represent a business.
B5: Identify cultural barriers to managing hospitality businesses in international environments and approaches to dealing with them.	**B5:** Tutorial/seminar sessions facilitate students to identify cultural barriers to managing hospitality businesses in international environments and approaches to dealing with them. Students also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is individual report based around a case study provided on a multinational organisation.
B6: Utilise appropriate business concepts and tools to propose approaches to managing effective hospitality events.	**B6:** Tutorial/seminar sessions facilitate students to utilise appropriate business concepts and tools to propose approaches to managing effective hospitality events. Students also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. The summative assessment is a comprehensive case study exploring the principles of running an event.

3B. Cognitive skills	
B7: Identify key issues relating to room occupancy/revenue and apply appropriate concepts and tools to their analysis.	**B7:** Tutorial/seminar sessions facilitate students to identify key issues relating to room occupancy/revenue and apply appropriate concepts and tools to their analysis. This activity includes REVPAR calculations and interpret data/evidence from a variety of sources to support the hotel trade. Students also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is an essay concerning the key topic areas in law and regulatory constraints environmental issues within hotel trading around the 'back of house' provision.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1: Act with increasing autonomy and direction in identifying a solution to a problem or task agreed with an organisation.	**C1**: Group Seminars and one-to-one tutorial sessions help students to develop autonomy in identifying a solution to a problem or task agreed with an organisation. Some sessions are used for one-to-one feedback supporting the first assignment. Summative assessment is a written report.
C2: Operate ethically when dealing with an organisation and its partners.	**C2**: Group Seminars and one-to-one tutorial sessions help students to work ethically when dealing with the organisation and its partners. Some sessions are used for one-to-one feedback supporting the first assignment. Summative assessment is a written report.

3C. Practical and professional skills	
C3: Demonstrate the entrepreneurial skills required to turn business ideas into practical outcomes.	**C3:** Tutorial/seminar sessions facilitate students to demonstrate the entrepreneurial skills required to turn business ideas into practical outcomes. Students also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is to produce a strategic/business plan for a new business proposal/venture and to design an A3 colour poster to represent the business.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1: Utilise a range of communication methods appropriate to communicate effectively with an organisation.	**D1:** Group Seminars and one-to-one tutorial sessions facilitate students to utilise a range of communication methods to communicate effectively with an organisation.
D2: Reflect systematically on performance to further develop learning.	**D2:** Group Seminars and one-to-one tutorial ssessions help students to reflect systematically on performance to further develop learning.
D3: Demonstrate a realistic match between career aspirations, aptitudes, interest and motivations.	**D3:** Group Seminars and one-to-one tutorial ssessions help students to demonstrate a realistic match between career aspirations and personal aptitudes, interest and motivations.
D4: Produce a business plan and present business concepts and proposals.	**D4:** Tutorial/seminar sessions facilitate students to produce a business plan and present business concepts and proposals. Students also have regular review sessions with the module tutor to ensure that key actions

3D. Key/transferable skills	
	and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment to produce a strategic/business plan for a new business proposal/venture and design an A3 colour poster to represent their business.
D5: Identify/analyse and evaluate critical success factors in a business enterprise context.	**D5:** Tutorial/seminar sessions facilitate students to identify/analyse and evaluate critical success factors in a business enterprise context will be based around companies. Students also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment to produce a strategic/business plan for a new business proposal/venture and design an A3 colour poster to represent their business.
D6: Select and use a range of communication methods appropriate to context.	**D6:** Tutorial/seminar sessions facilitate students to select and use a range of communication methods appropriate to the context. Formative feedback and tutorial support are on-going. Some sessions are used for one-to-one feedback relating to the first assignment. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is a case study on a multinational organisation.

3D. Key/transferable skills	
D7: Contribute to the effective working of a team activity.	**D7:** Tutorial/seminar sessions facilitate students to contribute to the effective working of a team activity. Formative feedback and tutorial support are on-going. Some sessions are used for one-to-one feedback relating to the first assignment. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is a case study on a multinational organisation.
D8: Apply numerical and statistical skills in more complex contexts.	**D8:** Tutorial/seminar sessions facilitate students to apply numerical and statistical skills in more complex contexts through formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is an essay concerning the key topic areas in law and regulatory constraints environmental issues within hotel trading around the 'back of house' provision.
D9: Develop effective and appropriate academic writing skills.	**D9:** Tutorial/seminar sessions facilitate students with developing effective and appropriate academic writing skills through formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is an essay concerning the key topic areas in law and regulatory constraints environmental issues within hotel trading around the 'back of house' provision.

Foundation Degree Hospitality Management [240 Credits]

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
- **where in the structure above a professional/placement year fits in and how it may affect progression**
- **any restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route**

4.1 Part-Time Study
Part-time students can opt to study the course over a 2-year period utilising an extended academic year. In response to local market demand, the College offers part-time modes of delivery for some of its programmes that enable students to complete their studies in a 40-week period. The key features of the part-time mode are:

- Each stage of the programmes starts in September and concludes at the end of July.
- This allows an additional 10 weeks of delivery per academic year when compared to the full-time mode.
- The additional 10-week window is to allow an extended period of time for part-time students to complete the project or work-based element of the programme.
- All part-time students receive formal scheduled teaching sessions (FST) each week that cover all of the taught elements of the programme of study.
- Academic Support (AS) sessions for part-time students are supported via the VLE for a proportion of their learning. The approach to managing this is as follows:

  - each programme of study is allocated hours for FST and AS;
  - AS hours for part-time students are delivered via the VLE;
  - students are allocated tasks and activities designed to build on the content delivered in FST sessions;
  - part-time students are expected to complete these tasks away from the College;
  - a window for completion of the tasks is set to allow students time to refer to tutors/peers as required with a specified response time allocated;
  - staff are allocated a time in the week (usually an evening) when they will be available to respond to posted requests for help as well as engage in on-line discussions.

Support for Part-Time Students
To ensure that all part-time students can engage with the delivery model, the following support will be made available:

- Initial support and guidance during induction to ensure that part-time students are able to log-on to the VLE and understand the relevant aspects required to support their engagement in remote AS sessions.
- Information - both on the VLE and in the part-time Student Handbook - to guide students through the process of log-on and use of the various sections.
- Lap-top loans for students that encounter technical difficulties or do not have access to a computer at home.
- Technical help to support students when not at the College.

Help for Staff supporting Part-Time Students
Staff are supported in working with part-time students as follows:

- Staff are allocated time during teaching weeks to manage AS sessions.
- Staff development is provided to ensure staff make best use of the VLE for the delivery of AS sessions.
- Mentor support from the Associate Director HE (Learning and Teaching) is ongoing.

4.2 Work-based Learning

At Level 4, students are supported to research business-related career opportunities within a specific business functional area. e.g. in the module *The Work Environment and Reflective Practice*. This activity enables students to map their learning to the jobs market and to identify an organisation they with which they would like to work at Level 5 as well as identifying any additional skills/knowledge they need to develop or learn to succeed in their chosen functional area as a career. This employer engagement aspect of the programme seeks to foster meaningful engagement and links between students and employers.

At Level 5, students have the opportunity to apply their skills and knowledge to an industry-based project with a live business organisation (in the module *Industry Related Project*), providing a platform to showcase themselves to a potential employer and to enhance their employability. Part-time students who without relevant employment are able to utilise the College's commercial restaurant. In addition, this project also prepares students to complete an extended piece of writing (such as a dissertation) on a Level 6 programme.

4.3 Commercial Restaurant

The College operates a commercial restaurant – the Waterside Brasserie, an award-winning venue which, as well as offering excellent value for money, is regularly rated in the top 5 of 175 Teesside Restaurants on Trip Advisor. The Waterside Brasserie is utilised to deliver aspects of the programme. In addition, students have the opportunity to plan, arrange and deliver commercial events in the restaurant.

4.3 Kitchens and Specialist Staff

Students have access to five industry-standard commercial kitchens equipped with state of the art equipment and resources. In addition, students are able to work with College-employed professional catering and hospitality staff including a Michelin Star Chef. Students have access to both the commercial kitchens and the brasserie outside timetabled sessions to practice and refine their skills.

4.4 Employability

Employability skills are developed throughout the programme and students are supported in identifying and accessing potential employers as part of the assessment process. Full-time students are giving the opportunity to work in management at the Waterside Brasserie on 'Fine Dine' evenings. Students are able run front-of-house with a team of students to help develop leadership skills.

4.5 Enrichment

For a small fee, the Programme Team arrange visits to a range of local and national venues and exhibitions.

5. Support for students and their learning

5.1 Induction

A detailed induction programme is provided to help students settle into the course and also to 'gel' as a group. The programme is designed to ensure that all students understand how to get the most from their programme of study and understand what the benefits being enrolled with the College. The following activities are provided in Induction Week:

- Students are given an induction assignment to give them a feel for the course themes and assessment methods and to get them into group working as early as possible.
- Tours of resources are included to encourage early engagement with support and facilities.
- Key information relating to health and safety, safeguarding and student regulations will also be provided.
- Where possible, Alumni speak to new students about their experience of the programme and specifically address what students need to do to achieve
- A representative from the Student Union helps to elect Student Representatives.

5.2 Attendance Support

Attendance is monitored closely to ensure that all students are getting the best from the programme. Should a student need to miss a session for any reason, they are required to email the lecturer beforehand. Where a lecturer notes that a student is absent with no prior warning, the student is emailed at the end of the session, asking if the student is well and reminding the student that they are required to let lecturers know if they cannot attend. Where a student misses three consecutive sessions, the Personal Tutor also contacts the student with an invitation to attend a formal meeting. Where attendance problems persist, the Personal Tutor works with the college Student Support Staff who, where necessary, direct students to the relevant confidential support (personal, financial, etc.). Where students are facing difficulties, it is vital to ensure they get the right support and where necessary, make a decision to withdraw or suspend as the timing of any withdrawal/suspension can affect their Student Loan.

5.3 Tutorial Support

Formative and summative feedback tutorials sessions are also designed into each module and feedback tutorial sessions are listed in Module Handbooks.

5.4 Encouraging Completion

One the significant advantages offered by the programme is the amount of time students spend with tutors. This is due to the relatively small number of students and a mode of delivery that includes a significant amount of facilitation. There are, therefore, plenty of opportunities to encourage students to meet assignment deadlines. With

respect to assessment, the mantra of 'little and often' is repeated from Induction Week onwards from staff in both formative and written, summative feedback. Another oft-repeated comment is that students must let lectures know as soon as possible if a deadline may be missed so that, where appropriate, a deadline *Extension* form can be completed (where such an extension is warranted.)

5.5 Summer Reassessment Period
Tutorials are provided for students offered reassessment and the facilities remain available.

5.6 Pastoral Support
The amount of *ad hoc* pastoral support noted above is greatly valued by the students. More challenging are students who don't attend as is the effect of non-attendance upon their performance. In recent years, the number of students declaring Asperger's or dyslexia has increased slightly. The Programme Team have all attended Staff Development sessions relating to both conditions - attendance at many of these sessions is mandatory. For students with dyslexia, staff have started to offer dyslexia-friendly versions of their notes and to include a higher-contrast background for notes projected to electronic whiteboards. Students declaring either condition receive a formal assessment after which the Programme Team are advised on the steps they must take. The Programme Team have received many emails from students offering thanks for sensitive and timely support.

5.7 Academic Support
The delivery of many modules is based upon individual sessions that consist of two parts – a lecture (which is built around demonstrations and practical exercises) followed by a facilitated session in which students tackle the practical exercises outlined in the first part of the session. This delivery strategy ensures that theory is always applied, that practical skills, knowledge and understanding are regularly checked and that formative feedback is continuous rather than focussed at specific points in academic year.

In addition to in-session help, students can also make appointments (via email) to get support from:

- Members of the Programme Team - Module leaders, lecturers and instructor/demonstrators.

- The Programme Leader & Year Tutors: The Programme Leader (who has overall responsibility for the programme) is also the Year 1 & 2 Tutor.

The personal tutoring system is in place to support students' full engagement with their programme of study and gain as much as possible from their time at the College. Though the emphasis is on academic support, tutorials are also an opportunity to raise pastoral issues which may be having an impact on a student's academic performance. Tutors can offer support and advice and, if required, direct students to further support services available within the College. In the final year students are encouraged to arrange tutorials as and when required.

Student learning and personal development is supported at all Levels of study via personal and professional (PDP) development modules (Hospitality Management in Context, The Work Environment & Reflective Practice). This is further supported by the Personal Tutor system.

5.8 Programme Documentation and Online Learning Support

Students are provided with Programme and Module Handbooks that contain comprehensive information on how their degrees and modules are structured and delivered. These documents are also available to students throughout each academic year (and for the duration of their registration) via a web-based Virtual Learning Environment (VLE). This online resource (and a number of custom staff web sites) include lecture notes Students use the Canvas VLE to submit assignments.

5.9 Library and Learning Resources

Students can access a range of resources through the College Learning Resource Centre (LRC). As well as access to general physical and on-line learning resources, students can access specific sessions with the Subject Information Team Leader with regard to advanced academic and research skills. This is introduced as part of the induction activities at the start of each year but can be re-visited again throughout the year either through refresher sessions, printed factsheets or on-line tutorials.

Open access computers are available at various locations throughout the College and in all of the buildings where teaching takes place. In addition, there is a quiet room in the College LRC exclusively for higher education students. Access is dependent upon demand but is provided on a drop-in basis.

5.10 Virtual Learning Environment (VLE)

Every programme has its own site on the College VLE which is a key resource to support student learning as well as engagement with the programme and the College in general. All teaching materials and general course information is backed up on the VLE, ensuring that students can access what they need when they need it. The VLE is also used as a portal to other sources of support. Students can access the programme of informal workshops designed to support their learning, including; improving writing style and referencing, planning assignments, developing critical thinking and other key skills.

5.11 Support for Part-time Students

Part-time students will receive blended learning support via the College VLE which will enable them to keep pace with the standard module delivery pattern experienced by the full-time students. In addition, the academic year for part-time students will be extended by 10 weeks to provide additional time to complete the work-related projects. Should a part-time student lose their employment throughout the academic year, they will be supported to continue their studies in the College commercial restaurant. (See also Section 4.1 above.)

5.12 Additional Learning Support

Any student that considers that they have - or may have - additional learning support needs can access a range of support through the College and the University. Initial assessments are provided to support understanding of the range of support that may be needed which will then trigger the provision required.

5.13 Student Services

All students are able to access the College Student Services which are based in the Dock Street building which has its own reception and drop in facilities. As well as general advice about the College, the Student Services team also provide; counselling, financial support, learning support, sign posting to additional or partner services.

5.14 HE Student Areas

All HE students have areas in the College that are exclusively for their use. In the main Dock Street building all HE students have access to the HE Lounge, which has access

control to retain its exclusivity.

5.15 The 'Job Shop'
The College provides has its own 'Job Shop' which was opened in 2013, and provides a range of support to students. As well as advertising vacancies provided by local employers, the Job Shop also provides a range of support to students, including; help with job applications, CV writing, interview preparation, job searching, writing covering letters and finding work experience. All of the support is available either through drop/bookable appointments or on-line tutorials http://mbrojobshop.co.uk.

5.16 The Fitness Studio
All students are entitled to free membership of the Fitness Studio. The Techno Gym equipped facility, provides a range of cardio vascular and resistance exercise equipment. Together with the latest innovations in IT wellness programme monitoring, students can engage in regular exercise in a friendly and easily accessible environment. Support and guidance is available during opening hours from experienced staff.

5.17 Other facilities
The College has a wide range of other facilities which students can access either free of charge or at subsidised or nominal rates. Examples include:

- 156 seat theatre which produces a number of performances throughout the year many of which are free for students to attend;
- hair Salon providing low cost services;
- beauty Spa facility which offers; Jacuzzi, light therapy sauna and steam room, dry;
- flotation room, 39 private treatment rooms and nail bar.

6. Criteria for admission

6.1 Admission Criteria Year 1
The most popular (and directly relevant) entry qualifications are the BTEC Level 3 Extended Diploma in *Hospitality Supervision*, the Level 3 *Hospitality Supervision* and Level 3 *Professional Cookery*. In reaching the entry target of 64 UCAS points, the Programme Team require a BTEC Level 3 Diploma in grade of MM. However, for applicants who do not meet these minima, the Programme Team explore the applicants' experience and enthusiasm in interviews. All potential students are interviewed by the programme leader.

Where applicants apply with qualifications that are not directly relevant, again the Programme Team looks for evidence of experience with relevant experience. Applications from students with non-standard entry qualifications are welcome. Admission tutors take into account any alternative qualifications or other relevant experience.

In all cases successful candidates require qualifications in English Language and Mathematics to at least GCSE grade C level or have demonstrated adequate skills and competencies in an interview.

6.2 Admission Criteria Direct to Year 2
Applications are considered for direct entry to Year 2 of the programme. To be successful in gaining direct entry to Year 2, the Programme Team require 120 credits at Level 4 in related subjects, but applicants must also be able to demonstrate significant industry experience and expertise. Any such application would be considered under the RPEL process.

7. Language of study

English.

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N.A.

9. Methods for evaluating and improving the quality and standards of teaching and learning.

9.1 College HE Teaching and Learning
The College has recognised the importance of having a distinct approach to HE learning and teaching for over ten years. The first HE specific Learning and Teaching process was introduced in 2009. Subsequent reviews and updates in 2011, 2014, have enhanced the process to reflect the aims of the UK Professional Standards Framework and prepared the College to meet the expectations of the Teaching Excellence Framework.

Many of the innovations established in the evolution of this process have been subsumed into the current Cross-College Learning and Teaching model for all levels, including a non-graded observation process. The underlying principle throughout, has been around placing the student at the centre of the process to ensure that their learning and attainment of Learning Outcomes drives the process. Underpinning this has been a focus on ensuring that lecturing staff are fully engaged in the process to match outcomes to professional discussion and peer review.

As the College moves into 2017, the approach is being further refined to form part of the Departmental Review process which is being applied across the College. The distinct nature of HE provision however, is still reflected in the approach. A mark of the success of the approaches taken to date are reflected in the award of the GOLD standard in the recent Year 2 Teaching and Excellence Framework.

9.2 Observation of Teaching and Learning (OTL)
The OTL process for HE provision has been contextualised to reflect the differences between HE and FE. The OTL process for FE courses is based upon the expectations

of the Common Inspection Framework, whereas the HE model, is aligned to the expectations of the [UKPSF](#) and the [TEF](#). Central to the process is the student as an independent learner, developing their academic skills as they progress through their academic career.

The model distinguishes between different levels of study and differing abilities of the students. At Level 4, teaching staff take a lead role in the student learning process, but as the students' progress, the balance gradually evolves to involve students as leaders/co-leaders of learning. To facilitate this model, student learning and reflection may not take place at the same time as content delivery, making it difficult for an observer to see the product of the model. To work around this, the OTL process for HE lessons is based on mapping the observation of the session to the scheme of work and planned assessment tasks.

The outcome of the OTL forms the basis of a professional discussion with a Teaching and Learning mentor as well as with members of the HE teaching team, to ensure that good practice is shared across the College. Any trends identified from OTL reports or staff feedback are used to inform relevant CPD activity. The current policy and procedure is nearing the end of a recent review and redevelopment ready for a September 2017 launch.

9.3 Feedback from Students
Another input to the process of evaluating and improving the quality and standards of teaching and learning is feedback from students. Feedback emerges through several routes. The most significant is through the Module Evaluation Questionnaires. In addition to five-point Likert scale questions, students are asked to state 'what worked and what could be improved' regarding any aspect of the module. The results and comments from the Module Evaluation Questionnaires feed into Module Reports. Over the past twelve years this student feedback has been vital in informing the major and minor modifications the programme has undergone. Student feedback is also collected from induction surveys, the Student Reps, the NSS and in both formal and *ad hoc* tutorials.

9.4 Staff Workforce Development
Improving the quality and standards of teaching and learning is also a focus of the internal and external Workforce Development (WFD) sessions. Academic staff attend a range of internal and external staff development events aimed at improving teaching and learning. A significant WFD programme in this regard is the Advanced Practitioner programme. Two Programme Team members have successfully completed the programme in 2014 (and the refresh in 2016). Advanced Practitioners share good practice around the college through a range of Staff Developments activities. One Programme Team Advanced Practitioner has delivered sessions on motivation, academic writing, early assessment of year one students and listening to the student voice. The other team Advanced Practitioner delivered a session describing assessment via *viva voce* to an HE in FE conference. Programme Leader is also the Executive Director with Professional Association for Catering Education (PACE) and an External Examiner for Northampton University.

9.5 Staff New to HE
All staff new to teaching HE at the College are required to hold a relevant degree and a PgCE as part of the terms of their employment. A higher degree is desirable for all staff and for those teaching Level 6, holding a relevant level 7 qualification or the commitment to study for one is essential. Staff new to teaching HE at the College receive initial tailored CPD to help them to make the transition.

9.6 Staff New to Delivering at Level 6

New staff employed for the delivery of Level 6 awards are required to hold a relevant level 7 qualification. Those staff already teaching at the College making the transition to level 6 delivery are provided with funding and support to complete a level 7 qualification at the earliest opportunity.

Programme teams new to Level 6 awards, are provided with advice and guidance from the Higher Education Office (HEO) during the programme development phase to ensure that the teams have an understanding of the difference in expectations at level 6. As well as general information, which is also available via the VLE, teams are required to submit draft submissions for feedback. A process of meetings and regular reviews of the design and content of the new awards ensures that awards are aligned to the FHEQ and expectations of the UK Quality Code for Higher Education. In programme teams where there is no prior expertise amongst the team of delivering at level 6, mentor support is provided by the HEO and experienced staff throughout the first year of delivery.

9.7 Ongoing Subject and Pedagogic Development

All HE teams share resources and good practice via the HE Staff Zone located in the HEO. The area is set up to encourage HE staff from across the College to meet, both formally and informally, to share good practice and discuss ideas and approaches to module and programme design and delivery. All teaching staff are supported by more experienced members of the team who act as mentors. In addition, the Cross-College learning and teaching mentors, made up of advanced practitioners, provide 1:1 support to teams as well as tailored CPD sessions. The College is adding a new post for the start of 2018, to further support the HE team as the College develops a range of new programmes and increases the number of Level 6 awards it offers.

The College has a HE Research and Scholarly Activity procedure which encourages and supports staff to maintain and annually update both pedagogical and subject expertise.

---

10. Changes made to the programme since last (re)validation

N.A.

Annexe One: Curriculum map

Annexe Two: Notes on completing the OU programme specification template

Annexe One - Curriculum map

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	A14			B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12			
4	The Work Environment and Reflective Practice	✓	✓										✓	✓	✓							✓	✓		✓	✓	✓	✓	✓			
	Managing & Developing people in the Hospitality Profession				✓													✓											✓			
	Marketing & Communications	✓				✓													✓		✓	✓							✓			
	Financial & Revenue Management Awareness						✓	✓	✓											✓	✓	✓	✓									
	Food Beverage Management										✓	✓											✓	✓					✓			
	On-Licensed Trade Management					✓				✓										✓		✓							✓			

Level	Study module/unit	C1	C2	C3	C4	C5	C6			D1	D2	D3	D4	D5	D6	D7												
4	The Work Environment and Reflective Practice					✓	✓			✓	✓	✓																
	Managing & Developing people in the Hospitality Profession											✓																
	Marketing & Communications											✓																
	Financial & Revenue Management Awareness	✓	✓	✓	✓							✓	✓	✓	✓													
	Food Beverage Management	✓		✓								✓	✓		✓													
	On-Licensed Trade Management											✓																

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	A14					B1	B2	B3	B4	B5	B6	B7	B8	B9	B10			
5	Industry Related Project	✓	✓										✓	✓	✓									✓	✓		✓	✓	✓			
	Business Development and Entrepreneurship			✓	✓	✓														✓	✓			✓	✓							
	International Culture and Communications						✓														✓			✓								
	Events Management in the Hospitality Profession							✓	✓	✓															✓							
	Rooms Division Management										✓	✓								✓						✓						

Level	Study module/unit	C1	C2	C3	C4	C5	C6			D1	D2	D3	D4	D5	D6	D7	D8	D9													
5	Industry Related Project									✓	✓	✓																			
	Business Development and Entrepreneurship	✓	✓										✓	✓																	
	International Culture & Communications			✓	✓																										
	Events Management in the Hospitality Profession	✓												✓	✓																
	Rooms Division Management															✓	✓														

Annexe Two: Notes on completing programme specification templates

1 **-** This programme specification should be mapped against the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in <u>section 3</u> must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **<u>exit awards</u>** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **<u>languages other then English</u>** must have programme specifications both in English and the language of delivery.