| Middlesbrough College

| BA (Hons) Hospitality Management (Top-up)

| Programme Specifications

February 2024

Programme specification

(Notes on how to complete this template are provided in Annexe 3)

1. Overview / factual information

Programme/award title(s)	BA (Honours) Hospitality Management [Top-up]
Teaching Institution	Middlesbrough College
Awarding Institution	The Open University (OU)
Date of first OU validation	September 2018
Date of latest OU (re)validation	September 2024
Next revalidation	2028/29
Credit points for the award	120
UCAS Code	A127
HECoS Code	100084
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2024
Underpinning QAA subject benchmark(s)	Events, Hospitality, Leisure, Sport and Tourism (2019) Business and Management (2023)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	SEEC Credit Level Descriptors Framework for Higher Education Qualifications QAA Quality Code
Professional/statutory recognition	None
For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT – Face-to Face PT – Face to Face
Duration of the programme for each mode of study	FT: 1 year PT: 1 year
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	January 2024

> **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. Programme overview

2.1 Educational aims and objectives

The overall aims of the programme are to:

- To develop detailed and critical knowledge and understanding required for working within the Hospitality sector.

This can be achieved via the following objectives through which the programme will:

- develop an enthusiasm and the abilities required for independent learning in the context of business and hospitality management;

- develop the knowledge and skills necessary to operate effectively in a hospitality-oriented context;

- provide programmes of study which encourage the acquisition of theoretical knowledge, intellectual development and the application of knowledge in the professional world;

- develop an understanding of the nature and operations of the hospitality business and its external environment in relation to hospitality;

- foster an appreciation of the wider economic, political, legal, social, ethical and international contexts in relation to hospitality and general of business;

- develop an awareness of the impact of information and communication technology in decision making;

- stimulate an enquiring, analytical, practical and creative approach to the study and practice;

- lay a foundation for lifelong learning, enquiry and personal and professional development;

- develop knowledge and skills in specialised business-related areas, with appropriate recognition in the degree title;

- develop fully independent learners.

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 BA (Honours) degree in Hospitality Management is a natural progression route from the Foundation Degree in Hospitality Management which the Programme Team are revalidating alongside to this award.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

2.4 List of all exit awards

BA Hospitality Management [90 Credits]

Credits achieved from the following units;

- Creativity and Innovation in Hospitality Operations *(20)*
- Critical Leadership and Management *(20)*
- Food Policy and Legalisation *(20)*
- Managing Strategy *(20)*
- Business Research Methods (10)

BA (Hons) Hospitality Management [120 Credits]

3. Programme structure and learning outcomes
(The structure for any part-time delivery should be presented separately in this section.)

Programme Structure - LEVEL 6					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Business Research Methods	10			Y	Semester 1 Weeks 1-10
Business Research Project	30			N	Year Long: Weeks 11-30 FT Weeks 11-40 PT
Creativity and Innovation in Hospitality Operations	20			Y	Semester 2
Critical Leadership and Management	20			Y	Semester 1
Food Policy and Legislation	20			Y	Semester 1
Managing Strategy	20			Y	Semester 2

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1: Evaluate and critically appraise relevant processes, design strategies and methodologies including quantitative and qualitative research involved in the execution of a business-related project and contentious, contemporary issues.	**A1:** Blended classroom approach to teaching including teacher and student led group discussions, workshops, and one-to-one tutorials are utilised to help students apply the skills of research/enquiry-based approaches to technical and/or creative goals and demonstrate an awareness of current issues/creative context and developing topics in the hospitality sector.

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
	Lectures, group seminars and one-to-one tutorials facilitate students critically to appraise a range of food policy issues and the ways in which legislation affect social groups. Through exercises and case studies - which require students to work independently - students evaluate nutritional policies and consider ethical concerns in the UK and the EU. Students have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that their approach will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one tutorials. Formative feedback is utilised to help students prepare their summative assessment of a formal written proposal. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is an essay evaluating the scientific basis of a current food related issue in the UK and EU and a report exploring the use of legislation to influence consumer behaviour.
A2: Develop research questionnaires and develop appropriate interview strategy strategies.	**A2:** Blended classroom approach to teaching including teacher and student led group discussions, workshops, and one-to-one tutorials help students develop research questionnaires and explore interview techniques. Students have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that their approach will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one tutorials. Formative feedback is utilised to help students prepare their summative assessment of a formal written proposal.

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
A3: Apply the skills of research/enquiry-based approaches to technical and/or creative goals and demonstrate an awareness of current issues/creative context and developing topics around customer demand and experiences.	**A3:** Blended classroom approach to teaching including teacher and student led group discussions, workshops, and one-to-one tutorials facilitate students to apply the skills of research/enquiry-based approaches to technical and/or creative goals and demonstrate an awareness of current issues/creative context and developing topics in the hospitality sector. Students have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that their approach will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one tutorials. Formative feedback is utilised to help students prepare their summative assessment of a formal written proposal.
A4: Plan, undertake and evaluate a negotiated, self-managed project that demonstrates a comprehensive and detailed knowledge of creative hospitality principles, with the use of technology platforms.	**A4:** Blended classroom approach to teaching including teacher and student led group discussions, workshops, and one-to-one tutorials facilitate students to plan, undertake and evaluate a negotiated, self-managed project relating to hospitality management. Students have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that their approach will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one tutorials. Formative feedback is utilised to help students prepare their summative assessment of a formal written proposal.
A5: Examine, appraise, compare and contrast, conceptual approaches to the study of strategic management, strategy development and the relationships between quality and safety within contemporary styles.	**A5:** Blended classroom approach to teaching including teacher and student led group discussions, workshops, and one-to-one tutorials facilitate students to explore conceptual approaches to the study of strategic management through exercises and case studies which require students to

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding
work independently. Tutorial/seminar sessions explore contemporary food styles in extant enterprises which students are required independently to research. Sessions provide ample opportunity for ongoing one-to-one tutorials and formative feedback. Some sessions are used for one-to-one feedback relating to the first assignment. Students are provided with 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. Summative assessments include a report exploring strategic management, a practical assessment focusing on students' ability to apply a range of theories and concepts and a report focusing on their ability to apply a range of theories and concepts.

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
B1: Identify, select, appraise, evaluate and synthesise appropriate sources of information and data/evidence and make independent judgements.	**B1:** Group seminars and one-to-one tutorial sessions facilitate students to identify and select appropriate sources of information, evaluate appropriate data collection methods/analytical techniques. Lectures, group seminars and one-to-one tutorials facilitate students to explore examples of leadership and management through exercises and case studies which require students to work independently. Lectures, group seminars and one-to-one tutorials facilitate students to explore current food policies 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. Summative assessment incudes a report offering a critical perspective on

3B. Cognitive skills	
	leadership and management in relation to a case study provided by the module leader.
B2: Prepare a formal written proposal to undertake a project and draw cited conclusions about a particular topic.	**B2:** Blended classroom approach to teaching including teacher and student led group discussions, workshops, and one-to-one tutorials facilitate students to prepare a formal, written project proposal document. 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 tutorials. Formative feedback is evaluated and utilised to help students prepare their summative assessment – a formal, written project proposal document.
B3: Critically analyse/evaluate a range of topics including competitive and development strategies, strategy implementation and the management of strategic changes, utilising appropriate methodologies.	**B3:** Blended classroom approach to teaching including teacher and student led group discussions, workshops, and one-to-one tutorials facilitate students critically to evaluate competitive and development strategies through case study exercises. Tutorial/seminar sessions also facilitate students to explain and assess the issues arising from strategy implementation and the management of strategic changes in the hospitality sector using appropriate methodologies. 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 demonstrations, formative feedback and tutorial support. Summative assessment includes a report that assess the student's understanding of some of the main concepts, frameworks or key points explained in lectures

3B. Cognitive skills	
B4: Utilising appropriate models, frameworks and techniques, appraise and analyse/evaluate the management of new concepts and contemporary issues around customer demand and experiences	**B4:** Blended classroom approach to teaching including teacher and student led group discussions, workshops, and one-to-one tutorials enable student to explore tactical service activity and the management of new concepts in the hospitality industry in extant enterprises which students are required independently to research. Students attend regular review sessions with their module tutor to ensure that key actions and activities are being completed and that their approach is effective. 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 practical assessment focusing on students' ability to apply a range of theories and concepts delivered throughout the module.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1: Act autonomously with limited supervision in planning, monitoring and revising project.	**C1**: Tutorial/seminar sessions facilitate students to act autonomously with limited supervision in planning, monitoring and revising project schedules.. 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. Summative assessment includes a practical assessment focusing on students' ability to apply a range of theories and concepts, a report offering a critical perspective on leadership and management and a report exploring an existing hospitality organisation, evaluating the strategic choices it made, how its decisions were implemented and their efficacy.

3C. Practical and professional skills	
C2: Operate ethically in complex and unpredictable contexts, requiring selection and application from a wide range of standard or innovative techniques, using technolgy platforms.	**C2**: Blended classroom approach to teaching including teacher and student led group discussions, workshops, and one-to-one tutorials facilitate students to act ethically and responsibly in complex contexts taking into account legal, environmental, social and economic factors. Tutorial/seminar sessions also facilitate students to present the results of analysis, evaluation and synthesis in a clear and concise manner. 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 includes a presentation to peers (supported by a written skills audit and action plan) and a practical assessment focusing on students' ability to apply a range of theories and concepts delivered throughout the module.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1: Communicate complex ideas clearly, fluently and effectively in a range of styles appropriate to the context.	**D1**: Blended classroom approach to teaching including teacher and student led group discussions, workshops, and one-to-one tutorials facilitate students to communicate complex ideas clearly, fluently and effectively in a range of styles appropriate to the context. 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 includes a presentation to peers, supported by a written skills audit and action plan. For the business research project, students receive feedback on drafts of their research proposal document and then study and work independently.
D2: Plan, manage and evaluate the acquisition of new knowledge and skills.	**D2**: Blended classroom approach to teaching including teacher and student led group discussions, workshops, and one-to-one tutorials facilitate students to plan, manage and evaluate the acquisition of new knowledge and 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. Students are encouraged to resolve issues and problems as they arise by themselves but are supported by an operational framework which allows regular reviews of progress and feedback.

3D. Key/transferable skills	
D3: Engage effectively in academic discussion and present arguments in a professional manner.	**D3:** Blended classroom approach to teaching including teacher and student led group discussions, workshops, and one-to-one tutorials facilitate students to engage effectively in academic discussion and present arguments in a professional manner. 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 demonstrations, formative feedback and tutorial support. Summative assessment includes an essay, a *viva voce*, an evaluation and written reports.

Please insert here title(s) of exit award(s), if applicable]

Students who successfully achieve 90 credits from the following modules will achieve the BA Hospitality Management:

Business Research methods (10)
Creativity and Innovation in Hospitality Operations (20)
Critical Leadership and Management (20)
Food Policy and Legalisation (20)
Managing Strategy (20)

Students who successfully pass all modules and achieve 120 credits will achieve the BA (Honours) Hospitality Management

4.1 Full and Part-Time Study

The BA Degree in Hospitality Management provides students with a wide-ranging learning experience that links to core topics, underpinning knowledge, and areas of best practice in the sector. Part-time students can also study the course over a 1-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:

  - o each programme of study is allocated hours for FST and AS;
  - o AS hours for part-time students are delivered via the VLE;
  - o students are allocated tasks and activities designed to build on the content delivered in FST sessions;
  - o part-time students are expected to complete these tasks away from the College;
  - o 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;
  - o 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.

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- 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 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. The programme also prepares students specialist Level 7 programmes, for example MA Hospitality and Tourism or teaching pathways.

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. 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 Enrichment
The Programme Team arrange visits to a range of local and national venues and exhibitions. Many trips are free all linking to the modules and assessment specifications. The Programme Leader engages with national educational organisations (Erasmus, TEEP and others) offering free work experience abroad.

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5. Support for students and their learning
(For apprenticeships this should include details of how student learning is supported in the workplace)

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5.1 Induction

The following activities are provided in Induction Week:

- Students are given an induction to the College IT systems, this includes the VLE and any other communication/file sharing tools necessary. Any required support is also provided

- Students also have an induction session with the College Learning Resource Centre staff.

- Students are provided with Programme Handbooks. The Programme Handbook provides details of learning and support resources available to students at this level of study. It also includes contact details of relevant staff and an overview of the programme, including module timetables and assessment dates.

- Students have the opportunity during induction week to meet with the programme team and staff that they may come into contact with throughout their programme.

- Induction includes information about the range of support that is available to students; this includes an explanation of the different academic staff and roles that they may encounter throughout the programme such as Programme Leader, Module Tutor, Personal Tutor, Higher Education Office staff, including the Director of HE.

- alumni speak to new students about their experience of the programme.

- a representative from the Student Union helps to elect student representatives.

5.2 Engagement Support

Engagement 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 contacted at the end of the session, asking if the student is well and reminding the student that they are required to inform lecturers if they cannot attend.

Where a student misses three consecutive sessions, the year tutor also contacts the student with an invitation to attend a formal meeting. Where attendance problems persist, the year 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, decide to withdraw or suspend as the timing of any withdrawal/suspension can affect their student loan.

5.3 Tutorial and Pastoral Support

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- Student tutorial opportunities are embedded in all modules. Formative and summative feedback tutorial sessions are also designed into each module and feedback tutorial sessions are listed in Module Handbooks.

- Students are assigned a Personal Tutor in the first few weeks of the programme and are encouraged to meet with their Personal Tutor at least once a term, who will discuss, record and monitor their progress. The Personal Tutor is able to provide pastoral and educational guidance throughout the programme. This guidance may include signposting students to workshops and seminars available to support students for academic and life skills development available at the College.

- The programme team is relatively small and includes the Personal Tutor and Academic Mentor (as practice link), this consistency of academic support is designed to enhance communication, feedback, and support for students across the modules and year.

- Students are introduced to the HE Student Support and Participation Coordinator (SSPC) and the support services available are outlined to them at induction. This support may also be suggested in written assessment feedback. If a specific need is recommended for a student - e.g., assessment for dyslexia - this need is highlighted to the Programme Leader who liaises with the HE Support and Participation Coordinator (SSPC), who is responsible for arranging the referral and supporting the student through the process. The outcome of this process is fed back to the student and Programme Leader so that any specific needs/resources or reasonable adjustments can be addressed.

- Academic tutorials are 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.

5.4 Equality, Inclusion and Diversity

At Middlesbrough College we strive to ensure equality, diversity and inclusion in every aspect of our provision. We recognise and appreciate individual uniqueness and believe these should be embraced. We foster a culture where every individual feels supported, valued, respected and accepted regardless of their age, race, ethnicity, disability, gender identity or expression, sexual orientation, religion, or any other characteristic that makes them who they are.

Every programme reflects our commitment to create an inclusive environment where everyone has equal opportunities to achieve and succeed. Discriminatory practice, unconscious biases and systemic barriers are challenged and eliminated. We will continue to develop a learning environment where we celebrate diversity, treat everyone with respect, dignity, and fairness.

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5.5 Supporting Transition to Level 6

The Business Research Methods module provides students with lectures and workshops designed to help them succeed now and in the future. This includes; improving writing style and referencing, planning their literature review, developing research and evidence-based practice skills and developing critical thinking and other key skills.

5.6 Reassessment Period

Tutorials and all essential resources are provided for students who are offered reassessment opportunities by a properly constituted Exam Board.

5.7 Academic Support

The delivery of many modules is based upon individual sessions that consist of two parts – a lecture (which introduces concepts and theory) followed by a facilitated session in which students undertake some form of research activity that encourages the increasing independence of students to find and locate academic source material. This delivery strategy ensures that theory is always applied, that key academic skills, knowledge and understanding are regularly checked, and that formative feedback is continuous as well as focussed at specific points in academic year.

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

- Members of the programme team - module leaders and lecturers.

- The programme leader & year tutors: the programme leader (who has overall responsibility for the programme) is available to discuss assessment extensions and barriers to learning. Programme team members are identified to act as personal tutors and are available to discuss emerging issues with personal circumstances and support needs.

Students are supported throughout the programme to explore their progress and determine their continued learning needs through reflection, so developing the attributes necessary to become lifelong learners.

At key points during the academic year, students are supported to identify their continuing personal development needs and are also offered opportunities to review additional educational provision and career opportunities available to them. A Career Service is available within the College. This activity includes help with completing applications for further study or employment and interview technique.

5.8 Programme Documentation and Online Learning Support

Students are provided with programme and module handbooks that contain comprehensive information on how their programme 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 the College Virtual Learning Environment (VLE). All teaching and learning content is made available via the VLE. This

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online resource includes lecture notes and a range of materials. Assessments are communicated to and submitted by students using the VLE.

5.9 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 their Industry Related Project.

5.10 IT Support
Students can also access remote support for learning via the college Help Desk and log IT support requests via the [HALO system](#).

5.11 Library and Learning Resources
Students can access a range of resources through the college Learning Resource Centre (LRC) and associated online services. Online services are listed in the background document. Students can access specific sessions with the LRC staff regarding advanced academic and research skills. This activity is introduced as part of the induction sessions at the start of each year but can be revisited again throughout the year in refresher sessions. LRC term time opening hours are:

- Mon 08:30 -17:00
- Tues – Thurs 08:30 – 20:00
- Fri 08:30 – 16:30

College holiday opening hours:

- Mon – Thurs 08:30 – 16:00
- Friday 08:30 – 15:30

The LRC has space for individual and group study, including a quiet study area. There are multi-function printers on both floors. All physical books are stored in the LRC, allowing for easy access. In addition to the textbooks, fiction titles and wellbeing books are available to help students relax. Enrichment sessions offered as part of the service are held in the STEAM Lab within the LRC.

The LRC has been involved in the production of the documentation for this programme, all reading lists have been checked for updated versions and new titles purchased. The LRC provides books, e-books, and e-journals for each programme and subscribes to specialist databases needed for students to complete their assignments.

An online LRC Information section is maintained by the LRC (on M365). This is where students can search for books, e-books and e-journals, using:

- [Heritage Online](#) for books and e-books
- [Discovery](#), our one stop shop for books, e-books and e-journals
- E-resources List, which lists each platform we subscribe to individually, as we know that some students find Discovery too large. We also provide user guides, written and video, for all the e-resources on our E-resources Guides page

Each course has a dedicated HE LRC Guides page on LRC Information, which provides quick links to Heritage Online and Discovery, as well as links to:

- Information and research skills pages which include a list of copyright free and open access resources.
- Referencing
- The course's reading list

The LRC offers information skills support on the following:

- Searching expertly
- Referencing
- Using e-resources
- Using Microsoft Office

This is done in a variety of ways:

- Online through LRC Information or in groups either in groups or through Teams, sessions are bookable through the [Request Tutorial](#) page on LRC Information
- For quick queries e-mail at LRCinfo@mbro.ac.uk, telephone on 01642 333226 or in person in the LRC

5.12 Virtual Learning Environment (VLE)

Every programme uses 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.

5.13 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. Initial assessments by the college HE Student Support and Participation Coordinator (SSPC) are provided to support understanding of the range of support that may be needed which will then trigger the provision required. Students declaring any additional need receive a formal

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assessment, after which the programme team are advised on the steps they must take.

5.14 Student Services
All students can access 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 and signposting to additional or partner services.

5.15 HE Student Areas
All HE students have areas in the college that are exclusively for their use. In the University Centre, all HE students have access to an open-plan working area, which has access control to retain its exclusivity. As well as the open-access area, students may also use the teaching rooms and meeting/tutorial rooms when they are not in use for a pre-booked activity. Access to the University Centre is available 08:00 – 21:00.

5.16 The 'Job Shop'
The college has its own 'Job Shop' which 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 the support is available either through drop/bookable appointments or via on-line tutorials.

5.17 The Fitness Studio
All students are entitled to free membership of the Fitness Studio. The Techno Gym equipped facility, provides a range of cardiovascular 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 are available during opening hours from experienced staff.

5.18 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 several 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, steam room, flotation room, 39 private treatment rooms, and nail bar
- Fully equipped recording studios and control rooms.

5.19 Laptop Scheme
Middlesbrough College's MC Click scheme provides all HE students with a Microsoft Surface to assist with their studies. Students who complete the laptop scheme for 2 years get to keep the device. Any student who leaves within 2 years is required to return the device to the College.

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6. Criteria for admission
(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

Most applicants will progress from the Foundation Degree in Hospitality Management. Applicants will also be eligible if they have completed either a foundation degree, HND or diploma in a related subject. All applicants need to demonstrate that they have a strong interest in developing their career in the hospitality sector. Applicants must have a GCSE grade 4 (or equivalent) in both Maths and English.

At the point of enrolment at Middlesbrough College, students are required to declare whether they have ever received, or have pending, a criminal conviction, caution, reprimand, final warning or prosecution. Middlesbrough College has a legal and moral duty to safeguard and promote the welfare of all. Having a criminal conviction will not necessarily prevent a student from studying this programme as this will depend upon the background of the offence. Procedures are in place to support any student making a declaration of a criminal offence and provide appropriate guidance.

Non-standard entrants are interviewed to assess their ability to complete the course. This activity entails a review of any professional experience and training gained in the workplace to ensure that this adequately prepares them to cope with the academic level of study.

7. Language of study

English.

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

N/A

9. For apprenticeships in England End Point Assessment (EPA)

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(Summary of the approved assessment plan and how the academic award fits within this and the EPA)
N/A

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

10.1 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 and 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 is to place 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. These approaches have been further refined to form part of the college departmental review process.

10.2 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 college 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 students progress, the balance gradually evolves so that the students become 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.

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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.

10.3 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 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. Student feedback is also collected from induction surveys, the Student Reps, the NSS and in both formal and ad hoc tutorials.

10.4 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. The academic year 20/21 saw the introduction of Teaching Innovation Groups (TIG).

10.5 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.

10.6 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, 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 has a research and scholarly activity procedure which encourages and supports staff to maintain and annually update both pedagogical and subject expertise.

10.7 HE Digital Champion

The College is focussed on providing the highest quality online provision to enhance programmes delivered face to face. Each department has been allocated a 'digital champion', who is an expert practitioner using Microsoft 365 for teaching and learning. Digital champions are the first point of contact for any staff member requiring support

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with online teaching and learning, and they regularly provide in person and online sessions tailored to the specific requirements of staff. Digital champions are managed by the College Director of Digital Innovation who holds regular cross-college meetings where information/updates are shared to be passed on to departments.

11. Changes made to the programme since last (re)validation
There have been no changes submitted through the modification process since the last validation.

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

Programme Specification

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	A4	A5			B1	B2	B3	B4			C1	C2			D1	D2	D3
6	Business Research Methods	✓	✓	✓	✓				✓	✓					✓	✓			✓	✓	
	Business Research Project	✓	✓	✓	✓				✓	✓	✓				✓	✓			✓	✓	
	Creativity and Innovation in Hospitality Operations			✓								✓			✓	✓			✓	✓	✓
	Critical Leadership and Management	✓							✓						✓				✓	✓	✓
	Food Policy and Legislation			✓		✓			✓			✓				✓			✓	✓	✓
	Managing Strategy					✓			✓		✓					✓					✓

Annexe 2: 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 section 3 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 **exit awards** (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 **languages other than English** must have programme specifications both in English and the language of delivery.