

# | Middlesbrough College

| BA (Honours) Tourism Management [*Top-up*]

| Programme Specification

April 2021 Revalidation



# Programme Specification

*(Notes on how to complete this template are provided in Annexe 2)*

## 1. Overview/ factual information

<b>Programme/award title(s)</b>	BA (Honours) Tourism Management [Top Up]
<b>Teaching Institution</b>	Middlesbrough College
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	July 2019
<b>Date of latest OU (re)validation</b>	March 2021
<b>Next revalidation</b>	TBA
<b>Credit points for the award</b>	120
<b>UCAS Code</b>	A199
<b>JACS Code</b>	N832
<b>Programme start date and cycle of starts if appropriate</b>	September 2021
<b>Underpinning QAA subject benchmark(s)</b>	<a href="#">Business and Management</a> (2019) <a href="#">Events, Hospitality, Leisure, Sport and Tourism</a> (2019)
<b>Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.</b>	<a href="#">Framework for Higher Education Qualifications QAA Quality Code</a>
<b>Professional/statutory recognition</b>	None
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face) Apprenticeship</b>	FT Face-to Face
<b>Duration of the programme for each mode of study</b>	FT: 1 year
<b>Dual accreditation (if applicable)</b>	N.A.
<b>Date of production/revision of this specification</b>	April 2021

**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:

- develop students' enthusiasm for tourism management and for improving the tourist experience;
- develop the knowledge and skills necessary to operate effectively in a tourism-oriented management context;
- develop a deep and systematic understanding of the nature of - and operations in - the tourism management sector;
- provide a programme of study which encourages the acquisition of theoretical knowledge, intellectual development and the application of knowledge in the professional world;
- develop students' ability to utilise a range of study methods in the exploration of tourism management;
- foster an appreciation of the wider economic, political, legal, social, ethical and international contexts in relation to tourism;
- provide a sector-relevant syllabus for practitioners, or for those aiming for careers in management in the tourism industry;
- develop an awareness of the impact of information and communication technology in decision-making in relation to the travel and tourism sectors;
- stimulate an enquiring, analytical, practical and creative approach to the study and practice of tourism management;
- develop knowledge and skills in specialised business-related areas;
- lay a foundation for lifelong learning, enquiry and personal and professional development;
- develop students to become 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)
<p>This award provides a top-up for students with a Foundation Degree in <i>Travel and Tourism and Airport or Airline Management</i>. Middlesbrough College runs both programmes which were validated in 2018.</p> <p>This award shares three modules (60 credits) with the <a href="#">BA (Honours) Airport and Airline Passenger Management</a> [Top-up].</p> <ul style="list-style-type: none"> <li>• Business Research Methods [10 Credits]</li> <li>• Business Research Project [30 Credits]</li> <li>• Strategic Management [20 Credits]</li> </ul> <p>In addition to entering the job market, successful completion of this programme provides entry to Level 7 awards including Middlesbrough College's <a href="#">MA Hospitality and Tourism Management</a> which was validated in 2019.</p>

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place
N.A.

2.4 List of all exit awards
<p>Students who successfully pass all modules and achieve 120 credits will achieve the BA (Honours) Tourism Management.</p> <p>Students who successfully achieve 60 credits from the following modules will achieve the BA Tourism Management:</p> <ul style="list-style-type: none"> <li>Business Research Methods (10)</li> <li>Managing Strategy (20)</li> <li>Managing International Tourism Policy (20)</li> <li>Managing Critical Perspectives within Travel and Tourism (20)</li> <li>Sustainable Tourism Management (20)</li> </ul>

### 3. Programme structure and learning outcomes

<b><u>Programme Structure - LEVEL 6</u></b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Business Research Methods	10			Y	Semester One
Business Research Project	30			N	Year Long
Managing Strategy	20			Y	Year Long
Managing International Tourism Policy	20			Y	Year Long
Managing Critical Perspectives within Travel and Tourism	20			Y	Year Long
Sustainable Tourism Management	20			Y	Year Long

Intended learning outcomes at Level 6 are listed below:

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy / assessment methods</b>
<p><i>At the end of the module learners will be expected to:</i></p> <p><b>A1:</b> Evaluate the relevant processes, design strategies, tools and methodologies involved in the execution of a business-related project.</p>	<p><b>A1:</b> In the module <i>Business Research Methods</i>, group seminars and one-to-one tutorials are utilised to help students apply the skills of research/enquiry-based approaches, tools and methodologies to demonstrate an awareness of current issues/contexts and developing topics. 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 are achieved. Sessions provide ample opportunity for ongoing one-to-one discussions, formative feedback is evaluated and utilised to help students prepare their summative assessment of a formal written proposal whilst</p>

## Learning Outcomes – LEVEL 6

### 3A. Knowledge and understanding

**A2:** Plan, undertake and evaluate a negotiated, self-managed project demonstrating a comprehensive and detailed knowledge of a discipline investigated in a travel and tourism project.

**A3:** Appraise conceptual approaches to the study of strategic management.

undertaking a particular topic. In group seminars, one-to-one tutorials and through exercises and case studies, students are facilitated to assess a range of both quantitative and qualitative research tools, to identify appropriate research samples and to develop research questionnaires and appropriate interview strategies.

**A2:** In the module *Business Research Project*, group seminars and one-to-one tutorial sessions facilitate students to plan, undertake and evaluate a negotiated, self-managed project that demonstrates a comprehensive and detailed knowledge of a discipline investigated in a travel and tourism project. Students attend regular review sessions with the module tutor to ensure that key actions and activities are completed and that the approach being taken will ensure the project is successfully completed. Group seminars and one-to-one tutorials also facilitate students to apply research/enquiry-based approaches, to demonstrate awareness of current issues/developing topics and to help students prepare their formal written project report.

**A3:** In the module *Managing Strategy*, tutorial/seminar sessions facilitate students to appraise conceptual approaches to managing strategy through case study exercises. Students attend regular review sessions with the module tutor to ensure key actions and activities are being completed and that the approach being taken will ensure all outcomes will be achieved. Sessions provide ample opportunity for formative feedback and tutorial support. Summative assessments require students to write a report that assesses students' understanding of some of the main concepts, frameworks or key points explained in lectures. The report focuses upon an extant organisation involving strategic analysis, and consideration of strategic choice and strategy implementation.

## Learning Outcomes – LEVEL 6

### 3A. Knowledge and understanding

**A4:** Compare and contrast contexts in which alternative approaches to strategy development may be appropriate.

**A5:** Demonstrate a comprehensive and detailed knowledge of the complex inter-relationships of tourism industries and tourism policy in a global context with reference to sustainability and other macro-environmental challenges.

Students structure their Strategy Report accordingly and cover topics based upon three core elements: Strategic Analysis; Strategic Choice and Strategic Analysis.

**A4:** In the module *Managing Strategy*, tutorial/seminar sessions facilitate students, through case study exercises, to compare and contrast contexts in which alternative approaches to strategy development may be appropriate. Students attend regular review sessions with the module tutor to ensure key actions and activities are being completed and that the approach being taken will ensure all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one demonstrations, formative feedback and tutorial support. Summative assessment requires students to write a report that assesses their understanding of the main concepts, frameworks or key points explained in lectures. The report focuses upon an extant organisation involving strategic analysis and consideration of strategic choice and the efficacy of strategy implementation.

**A5:** In the module *Managing International Tourism Policy*, lectures and seminars facilitate students to explore the ways in which changes in government policy affect a range of tourism stakeholders in the UK, Europe and worldwide. Tutorials facilitate students to find their own solution to problems presented in session exercises and provide support with the summative essay. Case studies in lectures and seminars facilitate students to evaluate the implications of international policy changes upon the planning and development activities of tour operators. Students work on case studies which explore the impact upon tourism policy of current global political situations. Students attempt to evaluate the likely impact of potential political scenarios upon tourism policy and

## Learning Outcomes – LEVEL 6

### **3A. Knowledge and understanding**

tourism operators/destinations. Tutorials facilitate students to prepare for summative assignment, an interview in which they are required to evaluate the impact upon tourism policy of current/potential global political situations for a chosen destination.

In the module *Managing Critical Perspectives within Travel and Tourism*, students work with case studies, contemporary news items and literature to explore a range of contemporary/emerging challenges faced by the travel and tourism sectors and the industries' responses to macro-environmental challenges. Students attend regular review sessions to ensure that students are applying knowledge and understanding effectively in their preparation for the module summative assignments, a presentation and formal interview.

In the module *Sustainable Tourism Management*, in lectures and seminars, students develop their knowledge and understanding of stakeholders' involvement in the development of sustainable tourism through critiquing tourism polices and evaluating case studies and 'what if' scenarios. Seminars provide opportunities for students to create a portfolio of evidence for a specified destination in preparation for the summative assessment. Through investigations of international case studies in lectures and seminars, students assess the efficacy of sustainable tourism management in tourism destinations by evaluating a range of economic, societal and environmental indicators. Students attend regular tutorial review sessions to facilitate preparation for the module summative assignments. Having collected a range of data/evidence, students evaluate management strategies for sustainable tourism used within travel and tourism organisations. Students complete

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
	this activity autonomously with support provided in regular tutorial meetings.
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>At the end of the module learners will be expected to:</p> <p><b>B1:</b> Identify, appraise and evaluate appropriate sources of information and appraise and evaluate data/evidence to make independent judgements.</p> <p><b>B2:</b> Prepare a formal, written project proposal document.</p>	<p><b>B1:</b> In the module <i>Business Research Methods</i>, group seminars and one-to-one tutorial sessions facilitate students to identify and select appropriate sources of information, evaluate appropriate data collection methods and utilise analytical techniques. Students attend 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 are achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback to help students prepare their summative assessment – a formal, written project proposal document.</p> <p>In the module <i>Business Research Project</i> 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. Students attend regular review sessions with the project 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 is evaluated and utilised to help students prepare their summative assessment – a formal, written project report.</p>

### 3B. Cognitive skills

**B3:** Undertake an analysis of a particular topic by making use of appropriate methodologies.

**B4:** Relate analysis to the context of literature on a particular topic, draw justified, cited conclusions, question orthodoxy and demonstrate intellectual flexibility and openness to new ideas.

**B2:** In the module *Business Research Methods*, lectures, group seminars and one-to-one tutorial sessions facilitate students to prepare a formal, written project proposal document. Initially student's complete exercises and tasks that include literature surveys, data collection, and methods of quantitative/qualitative analysis. Subsequently, students undertake exercises in supporting conclusions with corroborative evidence and looking for an including contradictory evidence to avoid selection bias. As the module progresses, students spend more session time honing their topic/title of their project proposal.

**B3:** In the module *Business Research Methods*, group seminars and one-to-one tutorial sessions facilitate students to undertake an analysis of a relevant topic by making use of appropriate methodologies. Students attend regular review sessions to ensure that key actions and activities are being completed. Sessions provide ample opportunity for ongoing one-to-one, formative feedback to help students prepare their summative assessment – a formal, written project proposal document.

**B4:** In the module *Business Research Methods*, group seminars and one-to-one tutorial sessions facilitate students to relate analysis to the context of the literature on a particular topic and to develop justified, cited conclusions about a particular topic. Students attend 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 to help students prepare their summative assessment – a formal, written project proposal document.

In the module *Business Research Project* group seminars and one-to-one tutorial sessions facilitate students to evaluate appropriate data collection methods/analytical techniques. Students also have regular

### 3B. Cognitive skills

**B5:** Critically analyse organisational, competitive and development strategies utilising appropriate models, frameworks and techniques.

**B6:** Explain, assess and critically evaluate the issues arising from strategy implementation and approaches to/the management of strategic changes.

review sessions with the module tutor to facilitate students to employ balanced, logical arguments, questioning orthodoxy as appropriate. Sessions provide ample opportunity for ongoing one-to-one, formative feedback to help students demonstrate intellectual flexibility, openness to new ideas and to prepare their summative project report.

**B5:** In the module *Managing Strategy*, through case study exercises, lectures and tutorial/seminar sessions facilitate students to analyse organisations utilising appropriate techniques and study examples of management strategies to achieve a range of strategic goals including becoming more competitive. Students complete these exercises independently or they may choose to work with peers. Students attend regular review sessions to ensure that key actions and activities are being completed. Sessions provide ample opportunity for ongoing one-to-one demonstrations, formative feedback and tutorial support. Summative assessment requires students to write a report that assess their understanding of the main concepts, frameworks or key points explored in lectures. The report focuses upon an extant organisation involving strategic analysis and consideration of strategic choice and efficacy of strategy implementation.

**B6:** In the module *Managing Strategy*, tutorial/seminar sessions facilitate students to explain and assess the issues arising from strategy implementation and the management of strategic change. Students attend regular review sessions with the module tutor to ensure that key actions and activities are being completed. Sessions provide formative feedback and tutorial support. Summative assessment requires students to write a report that assess the student's understanding of some of the main concepts, frameworks or key points explained in lectures. The report focuses upon an extant organisation involving strategic analysis, and consideration of strategic choice and strategy implementation.

### 3B. Cognitive skills

**B7:** Critically analyse, apply and interpret data/evidence in relation to contemporary/emerging challenges faced by the travel and tourism sectors make justified recommendations for change.

**B7:** In the module *Managing International Tourism Policy*, in lectures, students focus upon the complex nature of tourism policies and their implications for tourism organisations. Seminars facilitate students to analyse, apply and interpret data/evidence from a variety of sources research skills in a range of in-session exercises. Students are supported in these activities through Individual tutorials which are also used to facilitate students to prepare for the summative assignments, an essay and a formal interview. In tutorials and seminars, students are supported to justify conclusions, citing both supporting and counter evidence/arguments in their analysis of the effects of managing international tourism policy. Students attend regular review sessions to ensure that key actions and activities are being completed for the module summative assignments.

In the module *Managing Critical Perspectives within Travel and Tourism*, in lectures and seminars, students are facilitated to analyse contemporary/emerging challenges faced by the travel and/or tourism sectors and the industries' responses to macro-environmental challenges. This activity is supported through case studies and 'what if' scenarios in which students debate issues - in some sessions with guest speakers – with the aim of reaching conclusions and making recommendations. Students are encouraged to explore the tension points that exist between airports and airlines. Lectures develop Political, Economic, Social, Technical, and Environmental (PESTE) analysis and seminars provide opportunities for students to apply PESTE to case studies. In regular review tutorials, students are facilitated to develop the critical analyses required for their summative assignments and supported to test the conclusions and recommendations they are reaching.

<b>3B. Cognitive skills</b>	
	<p>In the module <i>Sustainable Tourism Management</i>, in lectures and seminars, students focus upon the complex nature of sustainable tourism and the implications of changes to sustainable tourism policy for all stakeholders. In seminars, students are facilitated to utilise and evaluate a range of data and evidence relating to the outcomes of sustainable tourism policy changes through a range of case studies. Scheduled tutorial sessions facilitate students to tackle a summative assignment, a portfolio of evidence evaluating the management of sustainable tourism for a specific organisation/destination. In tutorial and seminar sessions, students analyse the effects of sustainable tourism policies within travel and tourism organisations/destinations. Tutorials support students to justify opinions/conclusions and to ensure that students prepare for the summative open-book examination.</p>

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C1:</b> Act autonomously with limited supervision in planning, monitoring and revising project schedules.</p>	<p><b>C1:</b> In the module <i>Business Research Methods</i> tutorial/seminar sessions facilitate students to act autonomously with limited supervision in planning, monitoring and revising project schedules. 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 is evaluated and utilised to help students prepare their summative assessment.</p> <p>In the module <i>Business Research Project</i>, as the module progresses, students spend more session time honing their topic/title of their project proposal. Students are facilitated in this endeavour but are always encouraged to find their own solutions.</p>

### 3C. Practical and professional skills

**C2:** Act ethically and responsibly in complex contexts, taking into account legal, environmental, social and economic factors.

**C3:** Present the results of analysis, evaluation and synthesis in a clear and concise manner.

In the module *Sustainable Tourism Management*, lectures, seminars and tutorial sessions are designed to encourage students progressively to acquire subject knowledge and skills by moving from study methods that have a greater degree of support to self-directed learning. Formative assessments develop self-study skills with an emphasis on professional practice within the tourism industry.

**C2:** In the modules *Business Research Methods* tutorial/seminar sessions facilitate students to explore issues and to act ethically and responsibly in complex contexts, taking into account legal, environmental, social and economic factors. 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.

In the module *Business Research Project*, as the module progresses, students spend more session time honing their topic/title of their project proposal. Students are facilitated in this endeavour but are always encouraged to find their own solutions.

**C3:** In the module *Managing Strategy*, tutorial/seminar sessions facilitate students to present the results of analysis, evaluation and synthesis in a clear and concise manner and to report upon reviews of strategic management citing appropriate evidence and counter arguments. As the module develops, students receive feedback on early drafts of their summative report which focuses upon an existing organisation, evaluating the strategic choices it made, how its decisions were implemented and their efficacy.

### 3C. Practical and professional skills

In the module *Managing International Tourism Policy*, in seminars and group/individual tutorials, Socratic questioning is used to help students practice answering questions using appropriate terminology and without buffer words. Students rehearse and peer review interviews (adopting both roles) based upon assessment criteria provided by the tutor. Students attend regular review sessions to ensure that key actions and activities are being completed for the module summative assignment interview.

In the module, *Managing Critical Perspectives within Travel and Tourism* in seminars and group/individual tutorials, students rehearse and peer review presentations based upon assessment criteria provided by the tutor. In seminars and group/individual tutorials, Socratic questioning is used to help students practice answering questions using appropriate terminology and without buffer words. Students rehearse interviews (and peer review fellow students' interviews) based upon assessment criteria provided by the tutor. Students attend regular review sessions to ensure that key actions and activities are being completed for the module summative assignments.

<b>3D. Key/transferrable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1:</b> Communicate complex issues clearly.</p>	<p><b>D1:</b> In the modules <i>Business Research Methods</i> and <i>Business Research Project</i>, tutorial/seminar sessions facilitate students to communicate complex issues clearly to peers. Students attend regular review sessions 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. As the modules progress, students spend more session time honing their proposal and then working independently on their project. Students are facilitated in this endeavour but are always encouraged to find their own solutions. Students receive feedback on drafts of their research proposal document.</p>
<p><b>D2:</b> Plan, manage and evaluate the acquisition of new knowledge and skills.</p>	<p><b>D2:</b> In the modules <i>Business Research Methods</i> and <i>Business Research Project</i>, tutorial/seminar sessions facilitate students to plan, manage and evaluate the acquisition of new knowledge and skills. For the project, students work under the supervision of a member of academic staff who is responsible for the provision of facilities for the Project within the general confines of the College's resources. Supervisor(s) are assigned as a function of their relevant expertise for the students' Project.</p>
<p><b>D3:</b> Engage effectively in academic discussion and present arguments in a professional manner.</p>	<p><b>D3:</b> In the module <i>Managing Strategy</i>, tutorial/seminar sessions facilitate students to engage effectively in academic discussion and present arguments in a professional manner. As the module develops, students receive feedback on early drafts of their summative report. The summative assessment requires students to write a report exploring strategic management that assesses the student's understanding of some of the main concepts, frameworks or key points explained in lectures. The report focuses on an existing organisation, evaluating the strategic choices it made, how its decisions were implemented and their efficacy.</p>

### 3D. Key/transferrable skills

**D4:** Utilise and develop research methods and consult a wide range of sources in evaluating the travel and tourism sector's responses to macro-environmental challenges.

**D5:** Apply numerical and statistical skills in supporting/contradicting conclusions regarding the impact of policy changes on tourism in the UK, Europe and worldwide.

**D4:** In the module *Managing Critical Perspectives within Travel and Tourism*, in seminars and group/individual tutorials, students are facilitated to apply research and to consult a wide range of sources in evaluating travel and tourism responses to macro-environmental challenges.

**D5:** In the module *Managing International Tourism Policy*, the application of numerical and statistical skills is addressed in key lectures and seminar sessions and embedded throughout the module in supporting students to utilise statistics appropriately and to support/contradict conclusions regarding the impact of policy changes on tourism. Students receive regular feedback on the development of these skills in formative seminar assignments and in regular, individual review sessions.

In the module *Sustainable Tourism Management*, lectures and seminars include case studies that require students to utilise numerical and statistical skills in order to draw (and defend) conclusions about the justifications for – and impact of - sustainable tourism policies on a range of stakeholders.

In the module *Managing Critical Perspectives in Travel and Tourism*, Lectures and seminars include case studies that require students to utilise numerical and statistical skills in order to evaluate the responses to a macro-environment challenge.

**Exit Awards:**

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

Students who successfully achieve 60 credits from the following modules will achieve the BA Tourism Management:

Business Research Methods (10)

Managing Strategy (20)

Managing International Tourism Policy (20)

Managing Critical Perspectives within Travel and Tourism (20)

Sustainable Tourism Management (20)

#### 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
- **Additional considerations for apprenticeships:**
  - how the delivery of the academic award fits in with the wider apprenticeship
  - the integration of the 'on the job' and 'off the job' training
  - how the academic award fits within the assessment of the apprenticeship

The programme is distinctive in providing applicants holding a Foundation Degree (or equivalent) in *Travel and Tourism* or *Airport and Airline Management* with a top-up degree that allows students to both deepen their understanding of the world of business and to continue to specialise in their own area of interest.

#### 5. Support for students and their learning

##### 5.1 Induction

At induction, students attend an induction session with [College LRC](#) staff and are introduced to the College IT systems including computer log-on, [EDUROAM](#) Wi-fi, email and the College's VLE - [Canvas](#). Students are provided with Programme Handbooks at induction which provide details of learning/support resources, contact details of relevant staff and an overview of the programme, including module timetables and assessment dates. During induction week, students also have the opportunity to meet with the Programme Team and visit the general and specialist resources. The induction week schedule also includes sessions offering information on the full range of College [support services](#). The following activities are provided in Induction Week:

- Students are given a taster session of modules to give them a feel for the course and the way that it is delivered.
- Alumni speak to new students about their experience of the programme.
- Key information relating to health and safety, safeguarding and student regulations is provided.
- Current students are invited to a light lunch/buffet to meet and greet new students.
- A representative from the Student Union helps to elect Student Representatives.
- Initial weeks include sessions on academic writing, research skills and also referencing.
- The inclusion of free membership of the ITT to introduce them to the wider industry opportunities.

##### 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 has not attended, without 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 Year Tutor (or Programme Leader) also contacts the student with an invitation to attend a formal meeting. Having discussed attendance issues with the student, it is possible that a student may disclose a safeguarding or wellbeing issue. In this circumstance, the Year Tutor (or Programme Leader) refers the student to the HE Head of Student Engagement who can, 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, facilitated to claim extenuating circumstances for assignments, or if appropriate, suspend or withdraw from a programme.

Where a student who has missed three consecutive sessions does not respond to a formal invitation to meet with the Year Tutor (or Programme Leader), the students will also be referred to the HE Head of Student Engagement.

### 5.3 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 the 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 Tutor. All year tutors hold termly tutorials.

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. This is further supported by the Personal Tutor system.

### 5.4 Pastoral Support

In the experience of the Programme Team, the amount of *ad hoc* pastoral support noted above is greatly valued by the students. The Programme Team has attended staff development sessions relating to Asperger's and dyslexia (attendance at many of these sessions is mandatory). For students with dyslexia, staff offer dyslexia-friendly versions of lecture notes and include a higher-contrast background on 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.

#### 5.5 At Risk Process

In addition to the attendance support activities noted above, the HEO works with the Registry, Faculties, and Programme Leaders to forecast all students' end of year grades at three points across the academic known as Assessment Points 1 through 3. As part of this process, any student whose academic performance may be 'at risk' is, as with the attendance support measures noted above, encouraged to meet with the HE Head of Student Engagement College who can, where necessary, direct students to the relevant confidential support (personal, financial, etc.).

#### 5.6 Encouraging Completion

One of the significant advantages offered by the programme is the amount of time students spend with tutors. This advantage is a function of 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. From Induction Week onwards staff give students feedback 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.)

#### 5.7 Summer Reassessment Period

Tutorials are provided for students offered reassessment and the facilities remain available.

#### 5.8 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.

#### 5.9 Additional Learning Support

Any learner who identifies a special need at induction is referred to the HE SENCo for an assessment and relevant support is put into place. The Programme Team have all attended Staff Development sessions relating to Asperger's and autism. (Attendance at many of these sessions is mandatory). Students declaring either condition receive a formal assessment from the College after which the Programme Team are advised on the steps they must take (such as deadline extensions).

#### 5.10 Programme Documentation and Online Learning Support (VLE)

Students are provided with Programme and Module Handbooks which 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) and Microsoft Teams. This online resource enables all tutors to add supplementary materials including videos. All students submit assessments through the VLE which processes assignments through *Turnitin*, a plagiarism checking system. All students attend tutorial sessions at the beginning of the course in which they learn how to use the VLE.

#### 5.11 Library and HE Study Area

As well as access to general learning resources provided physically and online, students can access a range of resources through the College Learning Resource Centre (LRC). Students are made aware of the various fact sheets and support

mechanisms they are able to access through the college libraries during induction and via the VLE. An indicative list of the support available includes:

- Students have specific sessions with the Subject Information Team Leader with regard to academic and research skills at the start of each year. This activity is introduced as part of the induction programme 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.
- 24-hour on-line access to all books and journals available via the VLE. NB the College Learning Resource Centre is also open weekdays from 8.30 am – 8.00 pm.
- Dedicated academic resource support sessions provided by HE librarians in the HE Centre, (Monday – Thursday – twice daily).
- Annual updates of all essential books and journals via the LRC (e-versions available via the VLE).
- HE specific study skills materials and information are available via the VLE. This includes access to wider support materials provided through the North East College Teaching and Research network.

During periods impacted by COVID-19 restrictions, the LRC is offering:

- Online LRC induction
- A Click and Collect book service
- An increased number of e-books
- Prebooking for PC and study tables to ensure social distancing during busy times, drop in after 3pm (although they can still prebook)
- Longer opening hours
- Online or face to face information skills sessions
- Print facilities (currently free)
- Face to face and online enquiries

#### 5.12 Response to COVID -19: Information Technology and Network Infrastructure

In response to the move to online learning/delivery due to COVID-19, College Digital Services responded tactically and strategically as noted below:

- Tactical - In March prior to Lockdown 1:
  - Purchased and deployed over 100 laptops to critical staff members to enable home working.
  - Repurposed and distributed over 170 laptops to the student community.
  - Ensured vendors' measures were available to users (i.e. temporary home use of Adobe products).
  - Adopted a Home Working Support model to support users.
- Strategic
  - Provided all tutors and staff delivering teaching with a laptop as their primary work tool.
  - Worked on providing home access to a variety of traditionally on-premises resources including registers, pastoral tools, library resources.
  - Provided a 'let to buy' scheme for learners to purchase their own laptop or tablet
  - Provided loan laptops to learners unable to commit to financing their own equipment

### 5.13 Response to COVID -19: Virtual Learning Environments and Blended Learning

Students are supported through the use of the [College VLE](#) and Microsoft Teams which can be accessed 24/7 from any location on fixed and mobile devices. The importance and usage of these platforms has increased significantly during the current COVID-19 pandemic. All learning went online during the March through June 2020 Lockdown. From September to December 2020 a blended learning model has been adopted. All College staff and students have access to the following platforms:

- Microsoft 365 (productivity suite and cloud storage)
- Microsoft Teams (online meeting and collaboration tool)
- Canvas (Virtual learning environment)
- Turnitin (Plagiarism detection software)

The Digital Learning Team provide training and support on all of these platforms as well as other third-party digital tools. Staff can access support remotely via Microsoft Teams or on-campus during College opening hours. All Middlesbrough College staff are supported in improving their digital skillset via a cross-College initiative known as Digital Culture. Digital Culture is an incentivised upskilling initiative where staff are encouraged to improve their skills and learn micro-credentials (digital badges) as they progress.

### 5.14 Delivery Plan and COVID-19

Section 2 of the Student Handbook (pages 5-6) includes a section that describes the ways in which delivery will be affected by the impact of current and any further COVID-19 restrictions.

### 5.15 HE Student Areas

All HE students have areas in the College that are exclusively for their use. A new University Centre Middlesbrough building is currently under construction and is due to open in September 2021.

### 5.16 The 'Job Shop'

The College provides has its own Job Shop which 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.

### 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 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;

- Waterside Brasserie, the award-winning College restaurant which is as well as offering excellent value for money.
- Professionally equipped Recording Studios.

## 6. Criteria for admission

The directly relevant entry qualification for the BA (Honours) *Tourism Management* is a Foundation Degree in *Travel and Tourism* or *Airport and Airline Management*. Applicants are eligible on reaching the entry target of 240 credits at level 4/5. However, for applicants who do not meet these minima, the Programme Team explore the applicants' Foundation Degree qualifications in relevant, related fields at Foundation Degree or HND level (such as Business/Social Sciences).

Where applicants apply with qualifications that are not directly relevant, the Programme Team looks for evidence of relevant experience. 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 applicants are adequately prepared to cope with the academic level of study. The Programme Team explore applicants' qualifications and experience for relevance and will apply the [College RPL process/policy](#) as necessary. All applicants are interviewed by the Programme Leader.

In all cases successful candidates require qualifications in English Language and Mathematics to at least GCSE grade 4 level or have demonstrated adequate skills and competencies in an interview.

## 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 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 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 principle is a focus upon ensuring that lecturing staff are fully engaged in the process to match outcomes to professional discussion and peer review.

As the College moves into 2021, 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 June 2017 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 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 via the *HE CPD, Research and Teaching Learning Working Group*.

### 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 free to comment regarding any aspect of the module. The results and comments from the Module Evaluation Questionnaires feed into Module Reports and the OU Integrated Programme Monitoring (IPM) process. Over the past twelve years, student feedback has been vital in informing the 'minor modifications' College HE programmes have undergone.

Student feedback is also collected from the HE Student Council, Programme Boards, induction surveys, the Student Reps, the NSS and in both formal and *ad hoc* tutorials.

#### 9.4 Staff Workforce Development

To improve the quality and standards of teaching and learning, all staff participate in internal and external workforce development. These activities are both academic and pastoral in nature such as equality and diversity, safeguarding and skills for study. The Programme Team participates in workforce/ industry development days. Due to the current pandemic and the necessary changes to online and blended learning all team members have undergone IT training including Microsoft Teams, Office 365 and the OU teaching online programmes.

#### 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 work appropriately and effectively with students 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 Programme Teams share resources and good practice via Programme Boards, Departmental Reviews and the annual HE Conference. 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 added a new post in 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 an HE Research and Scholarly Activity procedure which encourages and supports staff to maintain and annually update both pedagogical and subject expertise. These activities are developed and monitored by the *HE CPD, Research and Teaching Learning Working Group* which reports to the *Academic Board*.

### 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

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	B5	B6	B7		C1	C2	C3		D1	D2	D3	D4	D5
6	Business Research Methods (S)	✓						✓	✓	✓	✓					✓	✓			✓	✓			
	Business Research Project (S)		✓					✓			✓					✓	✓			✓	✓			
	Managing Strategy (S)			✓	✓							✓	✓					✓				✓		
	Managing International Tourism Policy					✓								✓				✓						✓
	Managing Critical Perspectives within Travel and Tourism					✓								✓				✓					✓	✓
	Sustainable Tourism Management					✓								✓		✓								✓

(S) Modules Shared with the Foundation Degree Travel and Tourism

## 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 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.