| Middlesbrough College

| Foundation Degree Airport and Airline Management

| Programme Specifications

April 2021 Revalidation

Programme Specification

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

1. Overview/ factual information

Programme/award title(s)	Foundation Degree in Airport and Airline Management
Teaching Institution	Middlesbrough College
Awarding Institution	The Open University (OU)
Date of first OU validation	July 2018
Date of latest OU (re)validation	March 2021
Next revalidation	TBA
Credit points for the award	240
UCAS Code	A170
JACS Code	N853
Programme start date and cycle of starts if appropriate.	September 2021
Underpinning QAA subject benchmark(s)	Events, Hospitality, Leisure, Sport and Tourism (2019)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	Framework for Higher Education Qualifications Foundation Degree Characteristics Statement (2015) QAA Quality Code (2019)
Professional/statutory recognition	None
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT – Face-to Face
Duration of the programme for each mode of study	FT: 2 years (30 weeks)
Dual accreditation (if applicable)	N.A.
Date of production/revision of this specification	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' excitement about Airport and Airline Management;

- develop graduates who have knowledge of/competent skills in ground operations, commercial capacities of airlines and airports and the management of passenger experience;

- develop students' managerial, operational, planning and marketing skills, which can be applied to the Airport and Airline sector;

- work alongside leading airports and airlines to develop students' confidence and abilities to enter employment within the airline and airport industry, with an appreciation of operational factors and managerial considerations.

- develop students to become 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)

Seven modules - five at Level 4 and two at Level 5 – are shared with the Foundation Degree Travel and Tourism as listed in Table 1a below. The changes to all shared modules were devised and agreed by both Airport/Airline Management Travel/Tourism and Programme Teams.

Back in 2018, some Foundation Degree Airport and Airline Management modules were shared with the Foundation Degrees in Hospitality Management and Culinary Arts. In practice the modules are delivered by sperate Programme Teams for each award and so in this proposal, modules are no longer shared with Business, Hospitality Management and Culinary Arts.

Table 1a –Modules Shared with FD Travel and Tourism				
Level 4			**Level 5**	
Module	**C**		**Module**	**C**
Financial Decision Making	20		Industry Related Project	40
Managing and Developing Talent in the Aviation and Tourism Sectors	20			
The Work Environment and Reflective Practice	20		Contemporary Issues within the Airport and Airline & Travel and Tourism Sectors	20
Managing Service Standards in the Aviation and Tourism Sectors	20			
Marketing Strategies and Tactics	20			

In addition to entering the job market, successful completion of this programme provides entry to a BA (Honours) Airport and Airline Passenger Management [Top-up].

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

The work-related content of the programme is provided in T*he Work Environment and Reflective Practice* (Level 4) and the *Industry Related Project* (Level 5). Students are provided with clear guidance and support throughout these modules on both how they are managed and supported. A key element at Level 4 is to encourage the development of independent skills and self-confidence so students are pro-active in their approaches to organisations. The College maintains and develops a range of employer contacts through the employer liaison groups that it operates. These networks of contacts are utilised to ensure that all students have a range of organisations that they can approach and learn from as they build their knowledge and understanding of the sector. A key outcome of the Level 4 module *The Work Environment and Reflective Practice* is to ensure that each student has a business organisation with which they can work at Level 5 in the module *Industry Related Project*. Staff continue to support and guide students throughout Level 5 and ensure that they are able to meet the learning outcomes for the module. If a relationship between a student and the organisation breaks down, the College has a number of pre-arranged activities and alternative business contacts that it can call upon to provide a substitute if that is required.

2.4 List of all exit awards

Cert. HE Airport and Airline Management [120 Credits]
Foundation Airport and Airline Management [240 Credits]

Compulsory modules	Credit points	Is module compensatable?	Semester runs in
Financial Decision Making	20	Y	Year Long
Managing and Developing Talent in the Airport and Airline & Tourism Sectors	20	Y	Year Long
The Work Environment and Reflective Practice	20	Y	Year Long
Managing Service Standards in the Airport and Airline & Tourism Sectors	20	Y	Year Long
Marketing Strategy and Tactics	20	Y	Year Long
Planning and Managing Airside Operations	20	Y	Year Long

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy / assessment methods**
A1 Demonstrate knowledge and understanding of the global airport and airline industries and working within them.	**A1**: Students will be introduced to the broad range of industry environment and business factors that shape and drive the airport and airline sector through lectures, seminars and tutorials. Academic support sessions and formative assessment will assist students to contextualise this understanding and begin to consider it within theoretical frameworks. Summative assessment tasks will facilitate the consolidation of this understanding and provide a basis for further study.

Learning Outcomes – LEVEL 4
3A. Knowledge and understanding

A2 Describe and use a range of theoretical frameworks and models to support understanding of the airport and airline sector.	**A2**: Students will be introduced to a range of theoretical concepts and techniques to assist their understanding of how to add to their knowledge of the airport and airline sector. This will be developed through lectures, seminars and academic support activity. They will also be supported to use this information to support their development as a reflective practitioner so informing their own personal development. Classroom based lecture sessions - including written, discussion and research exercises - are used to explore theory and practice throughout the sector. A range of contemporary organisations are explored, and students are given – and then choose - companies upon which to base their assessments. Student visits to organisations and guest speakers facilitate the exploration of business structures.
A3 Identify, where applicable, the role of ethics in the generation of knowledge of the airport and airline industry.	**A3** Lectures and seminars will be used to introduce students to the concept of ethics in the generation of knowledge. They will also be introduced to the ethical approval process used by the College and its importance in the protection of both the researcher and the subject. Seminar activities and academic support will be used to assist consolidation of understanding which will be tested through formative and summative assessment activities.

Learning Outcomes – LEVEL 4

3A. Knowledge and understanding

A4 Identify a defined focus and methodology for enquiry into an aspect of the airport and airline industries and undertake investigation with guidance.	**A4:** Lectures will be used to introduce students to the approaches to investigative research and the importance of considering ethical principles at this level. Application of the techniques involved will be practised in seminar activities and academic support sessions, supported by formative assessment tasks. Summative assessment will provide students with the opportunity to put their learning into practice and reflect upon their development in this area.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Collect information and data on the airport and airline sector from a variety of sources and articulate findings in an appropriate format.	**B1**: Students will be introduced to information and data gathering methodologies during taught sessions. In addition, they will have access to support and guidance form the library staff who, as well as providing a responsive service, also hold regular surgeries in the HE Centre.
B2 Present justified reasoning to support conclusions related to the airport and airline sector.	**B2**: Classroom sessions and assessment workshops encourage the formation of sound reasoning based upon the results of investigative tasks. Students will be supported to collaborate on investigative tasks and present findings in seminars in which they share outcomes and findings. Feedback on formative assessment tasks will be used to support student understanding of the application of the techniques involved.

3B. Cognitive skills	
B3 Apply given tools and theoretical frameworks to defined scenarios and problems relating to the airport and airline sector.	**B3**: The application of theoretical tools and frameworks will be supported through seminars and academic support sessions. Students will be provided with tasks to work on independently and/or with others in order to develop their understanding. Formative assessment exercises will test this understanding and support students to complete summative assignments.
B4 Identify personal strengths and areas for development using prescribed reflective practice techniques.	**B4** Tutorial/seminar sessions facilitate students to utilise a range of reflective practice techniques. Students also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. This outcome is integral to the Work Environment and Reflective Practice module and will support students to enhance their employability.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Demonstrate awareness of ethical and cross-cultural issues within the airport and airline sector.	**C1**: Lectures introduce the students to the concept of ethics both from an academic perspective as well as from an operational business perspective. The added complexity of operating across cultural borders in a global industry will also be explored. Understanding is developed through seminar activities applying practical assessment tools to a range of scenarios.

3C. Practical and professional skills	
C2 Reflect systematically on performance in routine tasks to further develop learning.	**C2**: The learner-facilitated module *The Work Environment and Reflective Practice* develops students' ability to reflect upon their performance throughout the year. Students will be directed to utilising the skills that they gather from this process across the rest of the programme of study as well as in future professional and personal ventures. The initial concepts and tools will be introduced through lectures and application will be supported through seminars and academic support sessions. Individual application will be reviewed through academic tutorials.
C3 Develop the ability to work autonomously	**C3** The College model of delivery is comprised of Formal Scheduled Teaching (FST) and Academic Support (AS). FST can be interpreted as tutor-led, whereas AS is student-led. At level 4, the balance between FST and AS will be biased towards FST but as the student progresses through to level 5, the balance shifts towards more student-led, facilitated delivery methodologies. Students are introduced to this model at the start of the programme of study and encouraged to be an active participant in its application. This is achieved through a gradual transition of management of AS sessions from tutor to tutor/student.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Demonstrate an understanding of personal strengths and areas for development.	**D1**: Initial lecture sessions followed by seminars and individual meetings explore students' career aspirations, personal aptitudes, interests and motivations and relate these to career options in the airport and airline industries. The Work Environment and Reflective Practice module is a key vehicle for meeting this outcome.
D2 Identify and articulate personal skills, abilities interests and motivations and relate these to career opportunities.	**D2**: Initial lecture sessions followed by seminars and individual meetings facilitate the development of a personal skills audit and ensure that students develop an awareness of career options and the requirements of specific jobs and evaluate the suitability of their interests and skill sets.
D3 Develop a personal development plan to improve employability prospects.	**D3**: Tutorial/seminar sessions facilitate students to develop a personal development plan directly linked to employability prospects. Students also have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment is a presentation to peers to develop communication skills, supported by a written skills audit and action plan.
D4 Develop an effective range of interpersonal and communication skills in written work, performance, group discussion and individual presentations.	**D4**: Tutorial/seminar sessions facilitate effective student to communication in group discussions and as individuals. This will be supported by formative assessment activities which will provide the opportunity for students to receive feedback on their verbal and written

3D. Key/transferable skills	
	communication skills. Academic support sessions provide ample opportunity for ongoing one-to-one, formative feedback and support. Team activities in group seminars and facilitated group workshops help students to develop a co-operative approach to working and learning.
D5 Demonstrate numerical and statistical skills in simple contexts.	**D5**: Numerical and statistical analysis skills are embedded across modules and provide students with a range of opportunities to both learn about and practice key techniques and approaches. Students will also have the opportunity to review their performance in this area with their tutors during tutorials and academic support sessions.

[Please insert here title(s) of exit award(s) at Level 4, if applicable]

Cert HE Airport and Airline Management

Compulsory modules	Credit points	Is module compensatable?	Semester runs in
Technology and the Passenger Experience	20	Y	Year Long
Industry Related Project	40	N	Year Long
Contemporary Issues within the Airport and Airline, Travel and Tourism Sectors	20	Y	Year Long
The Commercial Capacities of Airports and Airlines	20	Y	Year Long
Managing the Passenger Experience in Airports	20	Y	Year Long

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Demonstrate detailed knowledge and understanding of the global airport and airline sectors and working within them.	**A1**: As a critical element to understanding the industry, the opportunity to develop and enhance knowledge of the industry is embedded across all modules. In addition to classroom-based activity in which the industry will be explored in detail, students will also be directed towards wider reading sources to assist in enhancing their understanding. All formative and summative assessment tasks further address this key aspect of the programme of study.

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
A2 Apply theoretical frameworks to global tourism contexts to critically analyse and assess the validity of airport and airline developments.	**A2** Lectures will utilise the models and frameworks taught at level 4, as well as introduce students to more advanced concepts that can be used to assist analysis. This understanding will be built upon in seminar activities and during academic support sessions, in which students can practice using the frameworks in planned activity. Summative assessment tasks will provide the opportunity to consolidate understanding.
A3 Explore legal and ethical issues relevant to the airport and airline sector. **A4** Confidently define research questions and select and use strategies to investigate aspects of the airport and airline sector.	**A3 & A4** Classroom-based lectures form the basis of these learning outcomes. Modules explore the research process and the ethics of research within the context of the industry. One to one project meetings which are largely student led, provide the opportunity for discussion around research and completion of ethics documentation as well as the management of the relationship with a business organisation. Summative assessment of this outcome is through a written report in which the student analyses and presents a solution to a business problem.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Critically analyse data and information, on the airport and airline sectors from a variety of sources.	**B1** Students are supported to develop their data and information handling skills across modules. This process is picked up in lectures, seminars, tutorials and academic support sessions. To support student confidence in this area, data and information handling tasks form a significant part of formative assessment tasks across the programme of study. Students can also request additional study skills support either via the VLE or in person through the Higher Education Office.
B2 Synthesise a wide range of arguments from unfamiliar contexts relating to Airport and Airline management and present findings in an appropriate style. **B3** Identify problems relating to airport and airline management and select appropriate tools and methodologies to present solutions. **B4** Demonstrate intellectual flexibility and openness to new ideas and approaches to problem resolution.	**B2/3/4** This academic underpinning is embedded in several modules but is a particular focus of the Industry Related Project module. Classroom sessions leading up to assessment deadlines focus on carrying out research from a range of sources and questioning the validity of the research through literature searches. This is backed up by one to one project supervision meetings across modules. Classroom sessions and assessment workshops build student confidence in reasoning skills based on the results of research tasks. To ensure the transferability of the skills, students will be supported to examine both areas of interest and explore new and unfamiliar contexts.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Operate ethically in situations of varying complexity and predictability requiring the application of a wide range of techniques in both theoretical and practical situations within the airport and airline sector.	**C1**: Ethical considerations in their widest sense are explored in all modules where the opportunity presents itself. Students are presented with information in lectures as well as in case studies which is reviewed in seminars, that illustrate the significance of the ethical operation of individuals and business organisations.

3C. Practical and professional skills	
C2 Undertake tasks related to airport and airline management that are non-routine and analyse performance to suggest improvements.	**C2**: A range of formative assessment tasks are used to challenge students' outlook and experience, taking them out of their comfort zone and exposing them to new and varied experiences. The links with employers are used effectively in this respect and enable students to experience some of the challenges that they are likely to face in their future careers.
C3 Act with increasing autonomy, with reduced need for supervision and direction.	**C3** At level 5, students are expected to begin to take a greater lead in their own learning through more ownership of academic support sessions with the tutor adopting a more facilitative role. Self and peer evaluation is used to further develop and enhance these skills and support students for further independent study.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Reflect systematically on personal performance using self-assessment criteria and apply to individual projects to develop personal skills and attributes. **D2** Demonstrate a realistic match between career aspirations and personal aptitudes, interests and motivations. **D3** Critically analyse personal development plans and strategies and understand the importance of continuous professional development. **D4** Adapt and utilise written, interpersonal and communication skills to meet the needs of a range of situations and audiences. **D5** Apply numerical and statistical skills in more complex disciplinary contexts.	**D1/2/3** Reflective practice is encouraged throughout the programme of study. Tutors make use of feedback in both formative and summative assessment to support students to reflect and consider how to improve academically. The Industry Related project module provides a vehicle where students can link their skills to their own personal development and future career plans. Specifically, students will be introduced to models and tools to assist in understanding their own strengths and areas for development and use this information to inform their future career plans. The importance of maintaining skills that are current and meet market needs are **D4** Students interpersonal and communication skills are explored and developed across all modules either through formative or summative assessment. In addition, students are able to access additional study skills support either in person through the HE Office or via the VLE. **D5** Lectures and seminars will be used to support students to select and use the appropriate tools to analyse and understand data from a variety of sources. Formative assessment will enable students to practice their skills in a supportive environment. Summative assessments will provide the opportunity for students to demonstrate their understanding and application of these methodologies.

[Please insert here title(s) of exit award(s) at Level 5, if applicable]

Foundation Degree Airport and Airline Management

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

This programme offers students a wide range of learning opportunities that provide a broad overview of the vast number of employment and career opportunities available in the airport and airline industries. Students are supported to explore a range of career opportunities and identify a future career pathway or progress to a top-up degree.

At Level 4, students are supported to research career opportunities within the travel and tourism sector. This takes place in the module *The Work Environment and Reflective Practice*. This module enables students to map their learning to the travel and tourism employment market and to identify an organisation with which they would like to work at Level 5. The module also enables students to develop their online presence using professional social-media sites and to develop their self-analysis skills to create an action plan that will develop their skills knowledge to meet industry expectations. This employer engagement aspect of the programme seeks to foster meaningful engagement and links between students and employers.

At Level 5, students have the opportunity to apply their skills and knowledge to an industry-based project with a travel or tourism business organisation (in the module *Industry Related Project*), providing a platform to showcase themselves to a potential employer to enhance their employability. In addition, this project also prepares students to complete an extended piece of writing (such as a project or dissertation) at Level 6.

At Level 5 the new partnership with Eden Flight Training (located at Teesside Airport) offers the students the opportunity of attending flying school for 2 -3 days. This course, offered at an additional cost, provides a day's theory of flying and three flights. Students take control of the plane in the final flight.

These two work-based learning modules provide students with the opportunity to personalise their learning on the programme to a specific aspect of business in which they are interested. This approach supports autonomous learning as students become the co-creators of the curriculum. The college has various relationships with industry professionals from Teesside Airport and British Airways as well as guest speakers from EasyJet (pilot), Virgin Atlantic (Cabin Crew)

Students benefit from guest speakers including entrepreneurs and local business leaders. As well as developing student understanding of the airport/airline sectors guest speakers also provide ideas and potential contacts for work-related study.

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 Tutorial Support

All students receive both subject and personal tutorials throughout the programme. Subject tutorials are integrated into module delivery patterns and are designed to focus upon and monitor student academic progress. The tutorials are delivered as a combination of group and individual sessions with each student having at least one 30-minute individual tutorial per term. Individual tutorials are an opportunity for the module tutor to identify any issues students may be having with the module and if necessary, signpost learners to any additional support that may be needed. Group subject tutorials are provided by the module tutor as opportunities to revisit aspects of the module and designed to reflect the students' development as independent learners. In the early weeks of Level 4, input is tutor-led but this balance shifts toward more student-led activities by Level 5 so aiding transition from Level 4 to 5.

5.4 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.).

5.5 Encouraging Completion

One 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.)

5.6 Summer Reassessment Period

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

5.7 Pastoral Support

The amount of *ad hoc* pastoral support noted above is greatly valued by the students. In recent years, the number of students declaring Asperger's or dyslexia has increased slightly. Students with learning issues are identified during the application process and when directed to the College HE SENCo who makes – or facilitates - assessments that result in a range outcomes and guidance for the Programme Team. In addition, the Programme Team attend annual Staff Development sessions relating to both conditions - attendance at many of these sessions is mandatory. For students with dyslexia, staff can provide dyslexia-friendly versions of their notes and include a higher-contrast background for notes projected to electronic whiteboards. The Programme Team have received many emails from students offering thanks for sensitive and timely support.

5.8 Academic Support

The delivery of many modules is based upon individual sessions that consist of two parts – topic input (lecturer led) followed by a facilitated session in which students tackle extension and development activities 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 upon specific points in academic year.

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

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

- The Programme Leader & Personal Tutors.

- The Library team for help with finding literature via lrcinfo@mbro.ac.uk or live Chat.

- IT support and via the College Reboot website - https://www.rebootmbro.co.uk - which offers lots of online learning support, FAQs, help docs/videos and live chat support.

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.

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Student learning and personal development is supported at all Levels of study via personal and professional (PDP) development in all modules and particularly *The Work Environment and Reflective Practice* (L4) and *Industry Related Project* (L5). This activity is further supported by the Personal Tutor system.

The Level 5 *Industry Related Project* module also aims to facilitate students to conduct independent research and analysis on a selected topic including, where relevant, consideration of legal, social, ethical and professional issues. *Industry Related Project* supervisor(s) are allocated to cover subject specialism and academic skills. Students can access tutor support outside supervision times. Finally, *Industry Related Project* aims to facilitate students to deliver a high quality, well-presented, substantial evaluative written report.

5.9 Programme Documentation and Online Learning Support
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.

5.10 Library and Learning Resources

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

5.11 Virtual Learning Environment (VLE)

Every programme has its website on the College VLE which is a key resource to support student learning as well as engagement with the programme and the College in general. All teaching materials and general course information is backed up on the VLE, ensuring that students can access what they need when they need it. The VLE is also used as a portal to other sources of support. Students can access the programme of informal workshops designed to support their learning, including: improving writing style and referencing, planning assignments, developing critical thinking and other key skills. Students also interact with staff and peers via Microsoft Teams. Please refer to the Section 14 Background Document for details of the College's response to Covid-19 with respect to IT and VLE support.

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:

    o Purchased and deployed over 100 laptops to critical staff members to enable home working.
    o Repurposed and distributed over 170 laptops to the student community.
    o Ensured vendors' measures were available to users (i.e. temporary home use of Adobe products).
    o Adopted a Home Working Support model to support users.

- Strategic

    o Provided all tutors and staff delivering teaching with a laptop as their primary work tool.
    o Worked on providing home access to a variety of traditionally on-premises resources including registers, pastoral tools, library resources.
    o Provided a 'let to buy' scheme for learners to purchase their own laptop or tablet
    o 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 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).

5.16 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.

5.17 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.

5.18 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.

5.19 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.

5.20 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

6.1 Admission Criteria - Year 1
The most popular (and directly relevant) entry qualifications are the BTEC Level 3 Diploma in Aviation Operations or Travel and Tourism. In reaching the entry target of 48 UCAS points, the Programme Team require a BTEC Level 3 Diploma with grade profile MP. However, for applicants who do not meet these minima, the Programme Team explore the applicants' experience and enthusiasm in interviews.

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.

6.2 Admission Criteria - Direct Entry to Year 2
Students may apply for direct entry to Level 5 (Year 2). Applicants must have a Level 4 qualification in a related discipline and a need to demonstrate the academic rigour required to study at Level 5 (for example, an evidence-based case study that demonstrates clinical reasoning and includes a review of literature). In considering such applications, the Programme Team maps the student's Level 4 achievement against Level 4 Programme Learning Outcomes. For applicants with exceptional sector experience, the Programme Team can utilise the College RPL process, 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. 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
Improving the quality and standards of teaching and learning is also a focus of 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 19/20 saw a significant focus on developing on-line provision and learning due to the Covid 19 outbreak. The academic year 20/21 saw the introduction of Teaching Innovation Groups (TIG) which utilises the IRIS CPD system.

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*.

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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	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4	D5
4	**Financial Decision Making** (S)	✓					✓	✓		✓							✓
	Managing and Developing Talent in the Airport and Airline & Tourism Sectors (S)	✓	✓				✓			✓						✓	
	The Work Environment and Reflective Practice (S)		✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	
	Managing Service Standards in the Airport and Airline & Tourism Sectors (S)	✓	✓	✓		✓				✓						✓	
	Marketing Strategies and Tactics (S)		✓		✓			✓		✓						✓	
	Planning and Managing Airside Operations	✓		✓	✓	✓	✓			✓			✓			✓	✓

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4	D5
5	**Technology and the Passenger Experience**	✓	✓		✓	✓				✓	✓						✓
	Industry Related Project (S)		✓		✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	
	Contemporary Issues within the Airport and Airline & Travel and Tourism Sectors (S)	✓	✓			✓				✓						✓	
	Growing Airport and Airline Revenue in a Global Market	✓	✓			✓			✓		✓					✓	✓
	Managing the Passenger Experience in Airports	✓	✓	✓			✓	✓			✓					✓	✓

(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 <u>section 3</u> must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx

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

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

5 - Where the programme contains validated **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 then English** must have programme specifications both in English and the language of delivery.