

| Middlesbrough College

| BA (Honours) Airport and Airline Passenger Management [Top-up]

| Programme Specifications

March 2026 Revalidation



Programme specification

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

1. Overview / factual information

Programme/award title(s)	BA (Hons) Airport and Airline Passenger Management
Teaching Institution	University Centre Middlesbrough
Awarding Institution	The Open University (OU)
Date of first OU validation	February 2018
Date of latest OU (re)validation	April 2021
Next revalidation	March 2026
Credit points achieved for the award	120 credits
UCAS Code (if applicable)	A259
HECoS Code (if applicable)	100101
LDCS Code (FE Colleges England only)	
Programme start date and cycle of starts if appropriate.	September 2026 – May 2027
Underpinning QAA subject benchmark(s)	Business and Management (2019) Events, Hospitality, Leisure, Sport and Tourism (2019)
Other external and internal reference points used to inform programme outcomes (including QAA Characteristics Statements). For apprenticeships, the standard or framework against which it will be delivered.	Framework for Higher Education Qualifications QAA Quality Code
Professional/statutory/ accreditation recognition	None.
For apprenticeships fully or non-integrated Assessment. If fully integrated, EPAO being used.	N/A
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: 1 year
Dual accreditation (if applicable)	N/A

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 they take 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.

Date of production/revision of this specification	February 2026
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2. Programme overview

2.1 Educational aims and objectives

The overall aims of the programme are to:

- develop students' enthusiasm for airport and airline management and for improving the passenger experience.
- develop the knowledge and skills necessary to manage effectively within an airport and airline management context.
- develop a deep and systematic understanding of the nature of and operations in the airport and airline 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 airport and airline management.
- develop student's awareness of the complexities of - and interrelationships between - sectors of the airport and airline Industry.
- provide a sector-relevant syllabus for practitioners, or for those aiming for careers in management in the airport and airline industry.
- develop an awareness of the impact of information and communication technology in decision making in relation to the airport and airline sectors.
- stimulate an enquiring, analytical, practical and creative approach to the study and practice of airport and airline 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)

This award shares three modules (90 credits) with the BA (Honours) Tourism Management.

- Business Research Project [30 Credits]
- Managing Strategy [30 Credits]
- Managing Critical Perspectives [30 Credits].

The course also has one module, Managing Passenger Airport and Airline Relationships (MPAAR) [30 Credits].

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

N/A

2.4 List of all exit awards

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

A fall-back award of a BA Airport and Airline Passenger Management can be achieved if student obtain 90 credits from the following modules.

- Managing Passenger Airport and Airline Relationships [30 Credits].
- Managing Strategy [30 Credits]
- Managing Critical Perspectives in the Airport and Airline Industries [30 Credits].

The following modules are also available as single registrable modules

- Managing Passenger Airport and Airline Relationships [30 Credits].
- Managing Strategy [30 Credits]
- Managing Critical Perspectives in the Airport and Airline Industries [30 Credits].

3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

Please adjust 'levels' to reflect SCQF if applicable

<u>Programme Structure - LEVEL 6</u>						
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in	Available as single registerable module?
Business Research Project	30			N	Year-round	No
Managing Strategy	30			Y	Year-round	Yes
Managing Critical Perspectives	30			Y	Year-round	Yes
Managing Passenger, Airport and Airline Relationships	30			Y	Year-round	Yes

Intended learning outcomes at Level 6 are listed below:

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
A1: Evaluate the relevant processes, design strategies, tools and methodologies involved in the execution of a business-related project using a range of both quantitative and qualitative research tools, techniques and strategies.	A1: In the module <i>Business Research Project</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 undertaking a

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
A2: Plan, undertake and evaluate a negotiated, self-managed project and apply research/enquiry-based approaches and demonstrate an awareness of current issues/contexts in the airline or airport sectors.	particular topic. In group seminars, one-to-one tutorials and through exercises and case studies, students are facilitated to students 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 <i>Business Research Project</i>, 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 an airline or airport 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.

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

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

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

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

A4: Tutorial/seminar sessions facilitate students, through case study exercises, to compare 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

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
A5: Demonstrate a comprehensive and detailed knowledge of a discipline investigated in an airline or airport industry and evaluate aspects of contemporary/emerging global challenges faced by the airline and/or airport sectors in response to macro environmental challenges. A6: Demonstrate a systematic understanding of the roles of different stakeholders in managing passenger, airport and airline relationships. A7: Demonstrate a detailed and comprehensive knowledge and a systematic understanding of strategies for - and the interaction between airports and airlines in managing - the passenger experience.	strategic analysis and consideration of strategic choice and the efficacy of strategy implementation. A5: In the module <i>Business Research Project</i>, group seminars and one-to-one tutorial sessions facilitate students to demonstrate a comprehensive and detailed knowledge of a discipline investigated in an airline or airport industry. In the module <i>Managing Critical Perspectives in the Airport and Airline Industries</i>, in lectures and seminars, students work with case studies, contemporary news items and literature to explore a range of contemporary/emerging challenges faced by the airline and/or airport sectors and the industries' responses to macro-environmental challenges. Students attend regular review sessions to facilitate students in preparing for and completing the module summative assignments - a presentation and formal interview. A6 and A7: In the module <i>Managing Passenger, Airport and Airline Relationships</i>, tutorial sessions, seminars and visits facilitate students to explore to explore airline and airport strategies for managing the passenger experience. The need for communication - and potential conflicts of interest – between airlines and airports are explored in case studies. Students attend regular review sessions with their module tutor to ensure that key actions and activities are being completed and that their

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
	approach is effective. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Some sessions are used for one-to-one feedback relating to the first assignment. Summative assessment focuses on students' ability to apply a range of theories and concepts delivered throughout the module. Summative assessment is a written evaluation of an airport management case study provided by tutor. Summative assessment is a critique of an airport master plan, an analysis of an airline strategy and a presentation suggesting strategies to overcome the factors that impact negative upon the passenger experience.
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
B1: Identify and select appropriate sources of information and evaluate appropriate data collection methods/analytical techniques.	B1: 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 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 – a formal, written project proposal document.
B2: Prepare a formal, written project proposal document.	B2: In the module <i>Business Research Project</i>, group seminars and one-to-one tutorial sessions facilitate students to prepare a formal, written project proposal document. Students also have regular review sessions with the module tutor to ensure that key actions and activities are being

3B. Cognitive skills	
B3: Undertake an analysis of a particular topic by making use of appropriate methodologies and demonstrate intellectual flexibility and openness to new ideas.	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 proposal document. B3: In the module <i>Business Research Project</i>, group seminars and one-to-one tutorial sessions facilitate students to undertake an analysis of a particular topic by making use of appropriate methodologies and demonstrate intellectual flexibility and openness to new ideas. Students also have regular 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.
B4: Draw evidenced conclusions about a particular topic and relate analysis to the context of the literature on a particular topic.	B4: In the module <i>Business Research Methods</i>, group seminars and one-to-one tutorial sessions facilitate students to draw cited conclusions about a particular topic. 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 – a formal, written project proposal document.
B5: Appraise and evaluate data/evidence from appropriate sources to make independent judgements questioning orthodoxy using balanced, logical and cited argument.	B5: In the module <i>Business Research Project</i>, group seminars and one-to-one tutorial sessions facilitate students to appraise and evaluate data/evidence from appropriate sources to make independent judgements questioning orthodoxy using balanced, logical and cited argument.

3B. Cognitive skills	
B6: Critically analyse organisational competitive and development strategies utilising appropriate models, frameworks and techniques' B7: Explain, assess and critically evaluate the issues arising from strategy implementation and approaches to/the management of strategic changes. B8: Critically analyse contemporary/emerging challenges faced by the airport/airline industries and explore appropriate strategies in response to macro-environmental challenges.	Students also have regular 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. B6: 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. B7: 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.

3B. Cognitive skills	
B9: Critically evaluate and analyse strategies for improving the quality of relationships between airports and airlines in the context of passenger management/experience and the use of technologies to drive the processing of passengers.	B8: In the module <i>Managing Critical Perspectives in the Airport and Airline Industries</i>, in lectures and seminars students are facilitated to analyse contemporary/emerging challenges faced by the airline and/or airport 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 introduce 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. B9: In the module <i>Managing Passenger, Airport and Airline Relationships</i>, seminars and visits facilitate students critically to evaluate the relationship between airports and airlines and the use of technologies to drive the processing of passengers. Through discussion in activities and seminars, students gain an appreciation of the challenges presented to airports and airlines in a bid to interconnect and engage the passenger in a positive experience. Tutorial sessions provide opportunities for formative feedback on assignment work in progress.

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
C1: Act autonomously with limited supervision in planning, monitoring and revising project schedules. C2: Explore ethical issues and act ethically/responsibly in complex contexts, considering legal, environmental, social and economic factors. C3: Explore and analyse issues in complex contexts, considering legal, environmental, ethical, social and economic factors and present results of analysis in a clear and concise manner.	C1: 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. C2: 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. C3: In the module <i>Managing Strategy</i>, lectures, group seminars and one-to-one tutorials facilitate students to report outcomes of case studies and reviews of strategic management citing appropriate evidence and counter arguments. 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.

3C. Practical and professional skills	
C4: Critique airport master plans in the context of the passenger experience and cooperation between airport and airlines, analysing the efficacy of airline's approaches to passenger relationship management	In the module <i>Managing Critical Perspectives in the Airport and Airline Industries</i>, tutorial/seminar sessions facilitate students to explore and analyse a range of issues in complex contexts, considering legal, environmental, ethical, 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 the results of analyses are presented in a clear and concise manner. 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. C4: In the module <i>Managing Passenger, Airport and Airline Relationships</i>, in the first semester, two independent weekly seminar/lecture sessions are provided so that airport plans can be critiqued from week one. Tutorial/seminar sessions feature case studies, guest speakers and visits to explore the ways in which passenger management plans and strategies are implemented in practice. Students reflect upon the efficacy of the plans, identifying tension points – including situations in which the needs of airports and airlines contradict – and discuss alternative approaches.

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
D1: Communicate complex ideas clearly, fluently and effectively in a range of styles appropriate to the context and to a range of audiences and in a written document.	D1: In the module <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. In the module <i>Managing Passenger, Airport and Airline Relationships</i>, in seminars and tutorials, students receive formative feedback as they critique airport plans and develop customer-centric airline strategies and for summative assignments. Students receive peer and tutor feedback on rehearsals of their summative assignment presentation.
D2: Plan, manage and evaluate the acquisition of new knowledge and skills.	D2: In the modules <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.

3D. Key/transferable skills	
D3: Engage and communicate effectively in academic discussion and in presenting information orally in a professional manner.	D3: In the module <i>Managing Strategy</i>, lectures, group seminars and one-to-one tutorials facilitate students to report outcomes of case studies and reviews of strategic management citing appropriate evidence and counter arguments. 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.
D4: Communicate effectively in presenting information orally to an audience and in a formal interview and justify opinions/conclusions, citing appropriate numerical and factual evidence.	D4: In the module <i>Managing Critical Perspectives in the Airport and Airline Industries</i>, tutorial/seminar sessions facilitate students to present and communicate the results of analysis, evaluation and synthesis in a clear and concise manner. The facilitation of a range of presentation types - i.e. informal, formal, short or extended - and a variety of presentation media – are embedded throughout the programme. Formative assessments provide students with feedback on the skills they are developing. 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. Students rehearse their presentations with peers and receive peer and tutor feedback. 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 seminars and group/individual tutorials, Socratic questioning is used to help students practice answering questions using appropriate terminology and without buffer words. Students rehearse their interviews (and peer review fellow students' interviews) based upon assessment criteria provided by the tutor.

3D. Key/transferable skills	
D5: Communicate effectively and justify opinions/conclusions by applying numerical skills and citing appropriate numerical and factual evidence.	Students attend regular review sessions to ensure that key actions and activities are being completed for the module summative assignments. D5: In the module Managing <i>Critical Perspectives in Airport and Airline Industries</i> In case studies and formative exercises, students apply numerical skills and cite appropriate numerical and factual evidence in critiquing airport plans and developing customer-centric airline strategies.

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 *Airport and Airline Management* or *Travel and Tourism* with a top-up degree that allows them 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

(For apprenticeships this should include details of how student learning is supported in the workplace)

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. 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 Student Support and Participation Coordinator 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 Higher Education Student Support and Participation Coordinator.

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 Student Support and Participation Coordinator 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 can 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. Mondays from 8.30am – 17.00pm, Tuesday-Thursday 08:30am-20:00pm and Friday 08:30am-16:30pm.
- 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 Northeast College Teaching and Research network.

The LRC offers the following for all students.

- Online LRC induction
- A Click and Collect book service
- An increased number of e-books and books available
- Online or face to face information skills sessions
- Print facilities (currently free for black and white printing, a fee is charged for colour printing)
- Face to face and online enquiries

6. Criteria for admission

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

The directly relevant entry qualification for the BA (Honours) *Airport and Airline Passenger Management* is a Foundation Degree in *Airport and Airline Management* or *Travel and Tourism*. However, for applicants who do not meet these minimal, 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 of the course.

In all cases successful candidates require qualifications in English Language and Mathematics to at least GCSE grade 4 level.

7. Language of study

English.

8. Information about non-OU standard assessment regulations (including Professional Statutory Recognised Body requirements)

N/A.

9. For apprenticeships in England, summary of how the End Point Assessment (EPA) links to the academic award

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N/A

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

10.1 College HE Teaching and Learning

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

Many of the innovations established in the evolution of this process have been subsumed into the current Cross-College Learning and Teaching model for all levels, including a non-graded observation process. The underlying principle 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 2026, 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.

10.2 Observation of Teaching and Learning (OTL)

The OTL process for HE provision has been contextualised to reflect the differences between HE and FE. The OTL process for FE courses is based upon the expectations of the Common Inspection Framework, whereas the HE model, is aligned to the expectations of the [UKPSE](#) 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*.

10.3 Feedback from Students

Another input to the process of evaluating and improving the quality and standards of teaching and learning is feedback from students. Feedback emerges through several routes. The most significant is through 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.

10.4 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.

10.5 Staff New to HE

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

10.6 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.

10.7 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*.

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

N/A

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes. Please amend this mapping to suit frameworks used within the different nations if appropriate.

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7		B1	B2	B3	B4	B5	B6	B7	B8	B9		C1	C2	C3	C4		D1	D2	D3	D4	D5
	Business Research Project (S)	✓	✓			✓				✓	✓	✓	✓								✓	✓				✓	✓		
	Managing Strategy (S)			✓	✓									✓	✓							✓					✓		
	Managing Critical Perspectives in the Airport and Airline Industries (S)					✓				✓			✓		✓	✓	✓				✓	✓			✓	✓	✓	✓	✓
	Managing Passenger, Airport and Airline Relationships						✓	✓								✓		✓					✓		✓			✓	✓

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**:
<http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.