

| **Middlesbrough College**

| **Fd Travel and Tourism Management**

| Programme Specification

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)	Foundation Degree in Travel and Tourism Management
Teaching Institution	Middlesbrough College
Awarding Institution	The Open University (OU)
Date of first OU validation	July 2018
Date of latest OU (re)validation	2021
Next revalidation	TBA
Credit points achieved for the award	240
UCAS Code (if applicable)	A152
HECoS Code (if applicable)	N800
LDCS Code (FE Colleges England only)	
Programme start date and cycle of starts if appropriate.	September 2026
Underpinning QAA subject benchmark(s)	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 UK Quality Code for Higher Education 2024 Characteristics Statement: Foundation Degree
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: 2 Years (30 weeks)

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.

Dual accreditation (if applicable)	
Date of production/revision of this specification	February 2026

2. Programme overview

2.1 Educational aims and objectives

The overall aims of the programme are to:

- develop students' knowledge and enthusiasm for the travel and tourism industry.
- develop graduates who can demonstrate knowledge and understanding of the UK Tourism industry, global tourism issues and event planning.
- develop students' managerial, collaboration, marketing and sales skills, which can be applied to the travel and tourism industry.
- provide work-related project opportunities to develop students' confidence and ability to enter higher-paid roles in the travel & tourism sector, including managerial roles.
- develop students to become autonomous learners.

2.2 Relationship to other programmes and awards

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

The Travel and Tourism Programme Team works closely, and shares tutors with the Programme Team for the Foundation Degree in Airport and Airline Management. Both Foundation Degrees were validated together in 2021 and share eleven modules as noted below. Both Foundation Degree awards are being revalidated simultaneously in a single event.

Table 1a: Modules across Level 4 and 5, including modules shared with the Airport and Airline Management Programme.

Level 4	Shared	Level 5	Shared
Customer Journey, Strategy and Management (20 credits)	Yes	Technology and the Tourist Experience (20 credits)	Yes
Fundamentals of UK Tourism (20 credits)	No	Industry Related Project (30 credits)	Yes
Understanding and Analysing Data (20 credits)	Yes	Sustainable Tourism Practices (10 credits)	Yes
Principles of Management (10 credits)	Yes	Global Destination Development (20 credits)	No
Performance Management (10 credits)	Yes	Contemporary Challenges in Travel and Tourism Management (20 credits)	Yes
Academic Skills and Digital Literacy (10 credits)	Yes	Culture, Festivals and Event Management (20 credits)	No
Career and Self-Analysis (10 credits)	Yes		
Marketing Strategies and Tactics (20 credits)	Yes		

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.

The work-related content of the programme is provided in Performance management, Academic Skills and Digital Literacy, Career and Self-Analysis (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 programme 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 Career and Self-Analysis 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 (Higher Education) Travel and Tourism [120 Credits]
Foundation Degree Travel and Tourism [240 Credits]

Single Registerable Modules.

Level 4

Academic Skills and Digital Literacy [10 credits]
Fundamentals of UK Tourism [20 credits]
Customer Journey, Strategy and Management [20 credits]
Understanding and Analysing Data [20 credits]
Marketing Strategies and Tactics [20 credits]
Career and Self-Analysis [10 credits]
Performance Management [10 credits]
Principles of Management [10 credits]

Level 5

Contemporary Challenges in Travel & Tourism Management [20 credits]
Global Destination Development [20 credits]
Culture, Festivals and Event Management [20 credits]
Technology and the Tourist Experience [20 credits]
Sustainable Tourism Practices [10 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

Programme Structure - LEVEL 4					
Compulsory modules	Credit points		Credit points	Is module compensatable?	Semester runs in
Customer Journey, Strategy and Management	20			Y	Year Long
Fundamentals of UK Tourism	20			Y	Year Long
Understanding and Analysing Data	20			Y	Year Long
Principles of Management	10			Y	1
Performance Management	10			Y	2
Academic Skills and Digital Literacy	10			Y	1
Career and Self-Analysis	10			Y	2
Marketing Strategies and Tactics	20			Y	Year Long

Programme Structure – Single Registerable Modules				
Compulsory modules	Credit points	Pre-Requisite as SRM	Is module compensatable?	Semester runs in
Customer Journey, Strategy and Management	20			Year Long
Fundamentals of UK Tourism	20			Year Long
Understanding and Analysing Data	20			Year Long
Principles of Management	10			1
Performance Management	10			2
Academic Skills and Digital Literacy	10			1
Career and Self-Analysis	10			2

Programme Structure – Single Registerable Modules				
Compulsory modules	Credit points	Pre-Requisite as SRM	Is module compensatable?	Semester runs in
Marketing Strategies and Tactics	20			Year Long

Intended learning outcomes at Level 4 are listed below:

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
A1 Demonstrate knowledge and understanding of the global travel and tourism 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 travel and tourism 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 travel and tourism 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 travel and tourism 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 a defined focus and methodology for enquiry into an aspect of the travel and tourism industries and undertake investigation with guidance.

A3: 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 travel and tourism sector from a variety of sources and articulate findings in an appropriate format. B2 Present justified reasoning to support conclusions and arguments regarding the travel and tourism sector. B3 Apply given tools and theoretical frameworks to defined scenarios and problems relating to the travel and tourism sector. B4 Identify personal strengths and areas for development using prescribed reflective practice techniques.	B1: Students will be introduced to information and data gathering methodologies during taught sessions. In addition, they will have access to support and guidance from the library staff who, as well as providing a responsive service, also hold regular surgeries in the HE Centre. 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. B3: Classroom based lecture sessions focus upon studying specific organisations to ascertain the role of strategic management within the travel and tourism industries. Formative exercises support students to complete summative assignments. B4: Classroom sessions focus on undertaking and interpreting research in the context of the assignment instructions.

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
C1 Demonstrate awareness of ethical and cross-cultural issues within the travel and tourism sector. C2 Reflect systematically on performance in routine tasks to further develop learning. C3 Develop the ability to work autonomously	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. C2: The learner-facilitated module Career and Self-Analysis 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: 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. D2 Identify and articulate personal skills, abilities interests and motivations and relate these to career opportunities. D3 Develop a personal development plan to improve employability prospects.	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 travel and tourism sector. Career and Self-Analysis module is a key vehicle for meeting this outcome. 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: 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.

3D. Key/transferable skills	
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 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.

Programme Structure - LEVEL 5					
Compulsory modules	Credit points		Credit points	Is module compensatable?	Semester runs in
Technology and the Tourist Experience	20			Y	Year Long
Industry Related Project	30			N	Year Long
Sustainable Tourism Practices	10			Y	Year Long
Global Destination Development	20			Y	Year Long
Contemporary Challenges in Travel and Tourism Management	20			Y	Year Long
Culture, Festivals and Event Management	20			Y	Year Long

Programme Structure – Single Registerable Modules				
Compulsory modules	Credit points	Pre-Requisite as SRM	Is module compensatable?	Semester runs in
Technology and the Tourist Experience	20			Year Long
Sustainable Tourism Practices	10			Year Long
Global Destination Development	20			Year Long
Contemporary Challenges in Travel and Tourism Management	20			Year Long
Culture, Festivals and Event Management	20			Year Long

Intended learning outcomes at Level 5 are listed below:

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
A1 Demonstrate detailed knowledge and understanding of the global travel and tourism sectors and working within them. A2 Apply theoretical frameworks to global tourism contexts to critically analyse and assess the validity of travel and tourism developments.	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. 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.

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
A3 Explore legal and ethical issues relevant to the travel and tourism sectors. A4 Confidently define research questions and select and use strategies to investigate aspects of the travel and tourism 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 travel and tourism sector from a variety of sources.	B1: Classroom sessions leading up to assessment deadlines focus upon carrying out research from a range of sources and questioning the validity of the research through literature searches. This activity is backed up by one-to-one project supervision meetings.

3B. Cognitive skills	
B2 Synthesise a wide range of arguments from unfamiliar contexts within the travel and tourism sector and present findings in a relevant manner. B3 Identify problems relating to travel and tourism 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 travel and tourism.	C1: Ethical considerations in their widest sense are explored in all modules where the opportunity presents itself specifically relating to the relationship between tourism and the communities and environments in which it takes place. 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 travel and tourism that are non-routine and analyse personal and others' 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.	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.
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.	

3D. Key/transferable skills	
D4 Adapt and present 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.	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.

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 travel and tourism 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 *Career and Self-Analysis*. 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.

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 links with a range of local, regional, and international employers across the sector and students are able to attend placements, talks and visits to enrich their learning. Students will benefit from having free membership to the Institute of Travel and Tourism (ITT) included in their programme for up to three years.

Full membership enables students to:

- use the post-nominal title - S.Inst.TT
- access Network ITT and 'Future You' events

- apply for prestigious ITT 'Future You' awards
- add their CV to the ITT site to attract possible employers
- enhance their opportunity for employment through networking with other members

Students benefit from guest speakers drawn from business practitioners from local organisations and entrepreneurs. As well as supporting understanding of the subject, guest speakers also provide ideas and potential contacts for work-related study.

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

Students attend an induction session with College LRC staff and are introduced to the college IT systems including computer log-on, email, and the college VLE. Students are provided with programme handbooks which provide details of learning/support resources, contact details of relevant staff, and an overview of the programme, including module timetables and assessment dates. Students also meet with the programme team and visit the general and specialist resources. Induction also includes information on the full range of college support services and the following activities:

- 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.
- a representative from the Student Union helps to elect student representatives.
- Introduction to the HE Student Support and Participation Coordinator and an exploration of the services available.

5.2 Engagement Support

Engagement is monitored closely to ensure that all students are getting the best from the programme. Should a student need to miss a session for any reason, they are required to contact the lecturer beforehand. Where a lecturer notes that a student has not attended with no warning, the student is contacted at the end of the session, asking if the student is well and reminding the student that they are required to let lecturers know if they cannot attend.

Where a student misses three consecutive sessions, the year tutor also contacts the student with an invitation to attend a formal meeting. Where attendance problems persist, the year tutor works with the college student support staff who, where necessary, direct students to the relevant confidential support (personal, financial, etc). Where students are facing difficulties, it is vital to ensure they get the right support and where necessary, decide to withdraw or suspend as the timing of any withdrawal/suspension can affect their student loan.

5.3 Subject Tutorial Support

Subject tutorials are part of the module delivery patterns and are designed to focus upon and monitor student academic progress. Theory sessions are structured to provide input through lectures and seminars in which spontaneous tutorials can be held, or scheduled for dedicated, timetabled weekly tutorial sessions. Formative and summative feedback tutorials sessions are also designed into each module and feedback tutorial sessions are listed in the Module Handbooks.

A range of tutorial and support activities is provided throughout the year, for example stress management, time management, talks from the student union, pastoral visits and speakers. Students are made aware of the mechanisms for contacting staff and can email and telephone staff for extra pastoral support. As well as pastoral tutor support, academic tutors build in tutorials as part of the programme of study for each module.

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

5.4 Encouraging Completion

One the significant advantages offered by the programme is the amount of time students spend with tutors. This is due to the relatively small number of students and a mode of delivery that includes a significant amount of facilitation. There are, therefore, plenty of opportunities to encourage students to meet assignment deadlines. With respect to assessment, the mantra of 'little and often' is repeated from Induction Week onwards from staff in both formative and written, summative feedback.

5.5 Reassessment Period

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

5.6 Personal Tutors

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.

Personal one-to-one sessions are pastoral in nature and focus on:

- encouraging and assisting with reflection on general progress on the programme
- attendance at timetabled classes
- personal concerns or issues that may affect performance or engagement with the programme

- signposting to any other sources of support available from the College, Student Union or other external agencies.
- reflecting on how learning can help future personal and academic development.
- current and future employment opportunities and employability skills.
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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 of outcomes and guidance for the Programme Team. In addition, the Programme Team attend annual Staff Development sessions to consider innovative adaptive teaching strategies.

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 focused 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.

Student learning and personal development is supported at all Levels of study via personal and professional (PDP) development in all modules and particularly *The Career and Self-Analysis* (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. 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 throughout the week.
- 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.

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.

5.12 Additional Learning Support

Any learner who identifies a special need at induction is referred to the HE Student Support and Participation Coordinator 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 to ensure adaptive teaching and appropriate reasonable adjustments are in place.

5.13 Student Services

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

5.14 The Fitness Studio

All students are entitled to purchase a £10 membership annually 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.

5.15 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 offering excellent value for money.
- Professionally equipped Recording Studios.

6. Criteria for admission

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

6.1 Admission Criteria - Year 1

The most popular (and directly relevant) entry qualifications are the NCFE Level 3 Diploma in Travel and Tourism or Aviation Operations. In reaching the entry target of 48 UCAS points, the Programme Team require a NCFE Level 3 Diploma with grade profile M. However, for applicants who do not meet these minimal criteria, 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.

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.

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 is to place the student at the centre of the process to ensure that their learning and attainment of learning outcomes drives the process. Underpinning this has been a focus on ensuring that lecturing staff are fully engaged in the process to match outcomes to professional discussion and peer review. These approaches have been further refined to form part of the college departmental review process.

10.2 Observation of Teaching and Learning (OTL)

The OTL process for HE provision has been contextualised to reflect the differences between HE and FE. The OTL process for FE courses is based upon the expectations of the Common Inspection Framework, whereas the HE model is aligned to the expectations of the UKPSF and the TEF. Central to the process is the student as an independent learner, developing their academic skills as they progress through their academic career.

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

The outcome of the OTL forms the basis of a professional discussion with a Teaching and Learning mentor as well as with members of the HE teaching team, to ensure that good practice is shared across the College. Any trends identified from OTL reports or staff feedback are used to inform relevant CPD activity.

10.3 Feedback from Students

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

10.4 Staff Workforce Development

Improving the quality and standards of teaching and learning is also a focus of the internal and external workforce development (WFD) sessions. Academic staff attend a range of internal and external staff development events aimed at improving teaching and learning.

10.5 Staff New to HE

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

10.6 Ongoing Subject and Pedagogic Development

All HE teams share resources and good practice via HE Staff Zone located in the HEO. The area is set up to encourage HE staff from across the College to meet, both formally and informally, to share good practice and discuss ideas and approaches to module and programme design and delivery. All teaching staff are supported by more experienced members of the team who act as mentors. In addition, cross-college learning and teaching mentors, made up of advanced practitioners, provide 1:1 support to teams as well as tailored CPD sessions. The College has a research and scholarly activity procedure which encourages and supports staff to maintain and annually update both pedagogical and subject expertise.

10.7 Student Collaboration

Students have the opportunity to meet/collaborate with peers across the College. This has included, but is not limited to, collaboration with FD Airport and Airline, BA (Hons) Travel and Tourism and BA (Hons) Airport and Airline Passenger Management students.

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

Programme title was amended from Fd Travel and Tourism to Fd Travel and Tourism Management in 2024.

Annexe 1: Curriculum map

Annexe 3: 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	Programme outcomes															Available as single registerable module?			
		A1	A2	A3		B1	B2	B3	B4		C1	C2	C3		D1	D2	D3	D4	D5	
4	Coustomer Journey, Strategy and Management.	✓	✓				✓	✓			✓							✓		Yes
	Fundamentals of UK Tourism	✓				✓	✓				✓							✓	✓	Yes
	Understanding and Analysing Data	✓					✓	✓			✓								✓	Yes
	Principles of Management in Travel and Tourism	✓	✓			✓					✓							✓		Yes
	Performance Management in Travel and Tourism	✓	✓			✓					✓							✓		Yes
	Academic Skills and Digital Literacy	✓				✓			✓			✓	✓					✓	✓	Yes
	Career and Self-Analysis		✓	✓		✓			✓		✓	✓	✓		✓	✓	✓	✓		Yea
	Marketing Strategies and Tactics		✓	✓				✓			✓							✓		Yes

Level	Study module/unit	Programme outcomes															Available as single registerable module?					
		A1	A2	A3	A4		B1	B2	B3	B4		C1	C2	C3		D1	D2	D3	D4	D5		
5	Technology and the Tourist Experience	✓			✓		✓					✓	✓							✓		Yes
	Industry Related Project		✓		✓		✓	✓		✓		✓		✓		✓	✓	✓	✓			No
	Sustainable Tourism Practices	✓	✓						✓				✓						✓			Yes
	Global Destination Development	✓	✓	✓			✓	✓	✓			✓							✓	✓		Yes
	Contemporary Challenges in Travel and Tourism Management	✓	✓				✓		✓			✓							✓			Yes
	Culture, Festivals and Event Management	✓					✓						✓			✓			✓	✓		Yes

Annexe 3: 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.