



INTRODUCTION

Identifiers (e.g. a, b, c etc.) should be used throughout this document to indicate programme variants which will be advertised independently on UCAS. Pathways within programmes that do not constitute a unique award do not need to be identified formally in this way. Please note that part-time variants should always be given a separate identifier.

Examples of programme variants include:

- a. BSc Computer Science (full-time) – *single honours degree*
- b. BSc Computer Science (Part-time) – *single honours variant*
- c. BSc Computer Science with a Year in Industry – *single honours variant*
- d. BSc Computer Science with a Year Abroad – *single honours variant*
- e. BSc Computer Science with a Foundation Year – *single honours variant*
- f. BSc Computer Science (Games Development) – *single honours with pathway*
- g. BSc Computer Science (Games Development) with a Foundation Year – *single honours with pathway with variant*
- h. MEng Computer Science – *integrated masters*
- i. MEng Computer Science (Games Development) – *integrated masters with pathway*
- j. Diploma Computer Studies – *named exit award*
- k. Diploma Computer Studies – *named exit award*
- l. BSc Computer Science (Apprenticeship) – *apprenticeship variant to existing approved programme or new academic award created specifically for an apprenticeship*

A	GENERAL INFORMATION
1	Partner institution <i>Please state the name of the partner institution.</i>
	Craven College
2	Programme awards and titles <i>State the full list of proposed awards and titles for the programmes and all of their variants using indicators (e.g. a,b,c etc.) to identify each one. If a stage end award title must be different to the final award title, then please include details of this here.</i> <i>Note that for an Apprenticeship, this form relates specifically to the approval of the underpinning award only. You will be required to complete Annexe 1 in addition to details the overall Apprenticeship 'programme'.</i>
	<ol style="list-style-type: none"> a. FdSc Aviation Management & Operations FT b. FdSc Aviation Management & Operations PT c. FdSc Aviation Management & Operations (with Pilot Studies) FT d. FdSc Aviation Management & Operations (with Pilot Studies) PT
3	Cluster to which the programmes and their variants belong <i>If new, please state NEW. For existing clusters please state the rationale for inclusion.</i>
	New



4	Type of programmes <i>Please place the relevant programme identifiers (a, b, c etc.) against each programme type below.</i>																							
	<table border="1"> <tr><td>UG Single honours</td><td></td></tr> <tr><td>Integrated Masters</td><td></td></tr> <tr><td>PG Cert</td><td></td></tr> <tr><td>PG Dip</td><td></td></tr> <tr><td>Taught Masters</td><td></td></tr> <tr><td>Apprenticeship/Work Based Learning</td><td></td></tr> <tr><td>Dual Award</td><td></td></tr> <tr><td>Foundation Degree</td><td>a, b, c, d</td></tr> <tr><td>Honours Stage (Top-up)</td><td></td></tr> <tr><td>Other</td><td></td></tr> <tr><td>Is this programme being used to underpin a Higher/Degree Apprenticeship</td><td>N</td></tr> </table>	UG Single honours		Integrated Masters		PG Cert		PG Dip		Taught Masters		Apprenticeship/Work Based Learning		Dual Award		Foundation Degree	a, b, c, d	Honours Stage (Top-up)		Other		Is this programme being used to underpin a Higher/Degree Apprenticeship	N	<p><i>Please indicate articulation routes:</i></p> <p><i>Please detail:</i></p> <p><i>Please ensure that Annexe 1 is completed</i></p>
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5	Validation category <i>Please tick to indicate whether this is a Franchised, Consortium or Validated (set of) programmes.</i>																							
	<table border="1"> <tr><td>Franchised</td><td></td></tr> <tr><td>Consortium</td><td></td></tr> <tr><td>Validated</td><td>✓</td></tr> </table>	Franchised		Consortium		Validated	✓																	
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6	UCAS codes <i>If known, please include the UCAS code for these programmes.</i>																							
	a, N855 c, H462																							
7	HECoS codes <i>If known, please include the appropriate HECoS codes for the programmes.</i>																							
8	Awarding Institution																							
	University of Hull																							
9	Partner Institution Academic Areas <i>State the academic units/ subject areas that will have overall responsibility for the management, administration and quality assurance and enhancement of the programmes.</i>																							
	<p>This course is delivered by staff in the Aviation Department.</p> <p>The central HE Team are responsible for ensuring compliance with HE policies and maintenance of academic standards, and consistency of operational activities across the College.</p>																							



	The management of HE at the College is overseen by the Scheme Management Board which is responsible for the development and oversight of the HE academic work of Craven College and will report on academic standards to the Principal and the Board of Governors.													
10	Partner Institution Programme Leader's name and email <i>Please identify one lead person per programme.</i>													
	Majella Brennan-Bargh mbrennan-bargh@craven-college.ac.uk													
11	University Link Faculty and Academic Unit <i>Please state the primary link faculty and academic unit at the University of Hull</i>													
	Business, Law and Politics													
12	University Link Faculty Academic Contact <i>Please provide a contact name, title, address, email and telephone number</i>													
	Amangeldi A Kenjegaliev													
13	Locations of delivery <i>Using the relevant programme identifiers (a, b, c etc.), please indicate the locations of delivery of each programme.</i>													
	<table border="1"> <tr> <td>Hull</td> <td></td> </tr> <tr> <td>Off campus UK</td> <td></td> </tr> <tr> <td>Off campus overseas</td> <td></td> </tr> <tr> <td>Online</td> <td></td> </tr> <tr> <td>Other (please specify) Craven College Aviation Academy</td> <td>a,b,c,d</td> </tr> </table>		Hull		Off campus UK		Off campus overseas		Online		Other (please specify) Craven College Aviation Academy	a,b,c,d		
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14	Types of Study <i>Please place the relevant programme identifiers (a, b, c etc.) against each type of study.</i>													
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15	Modes of study <i>Please place the relevant programme identifiers (a, b, c etc.) against each mode of study.</i>													
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16	Duration <i>Using the relevant programme identifiers (a, b, c etc.), please indicate the total number of years that students will be registered on each programme and its variants e.g. 3 years full-time, 6 years part-time.</i> <i>For apprenticeships, please also indicate the total apprenticeship programme duration for clarity – e.g. 36 months for underpinning award, total programme duration of 40 months including End Point Assessment (EPA)</i>													



	<ul style="list-style-type: none"> a. 2 years full-time b. 3 years part-time c. 2 years full-time d. 3 years part-time 						
17	<p>Trimesters <i>Please place the relevant programme identifiers (a, b, c etc.) against each trimester to be used.</i></p>						
	<table border="1"> <tr> <td>Trimester 1 – T1</td> <td>a, b, c, d</td> </tr> <tr> <td>Trimester 2 – T2</td> <td>a, b, c, d</td> </tr> <tr> <td>Trimester 3 – T3</td> <td></td> </tr> </table>	Trimester 1 – T1	a, b, c, d	Trimester 2 – T2	a, b, c, d	Trimester 3 – T3	
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Trimester 3 – T3							
18	<p>Number of weeks per academic year <i>Using the relevant programme identifiers (a, b, c etc.), please indicate the number of weeks per trimester each programme and variant will use and the total number of weeks per academic year.</i></p>						
	<p>a/b/c/d: T1: 14 teaching weeks, plus an induction week T2: 14 teaching weeks, plus a careers week</p>						
19	<p>Balance of credits across trimesters <i>Using the relevant programme identifiers (a, b, c etc.), please indicate the balance of credits each programme and variant will use, e.g. 60 credits per trimester.</i></p>						
	<p>Modules of study are each 20 credits a,c: FT study T1: 60 credits T2: 60 credits b,d: PT study T1: 40 credits T2: 40 credits</p>						
20	<p>Classification weighting <i>Using the relevant programme identifiers (a, b, c etc.), please indicate the classification weighting for each programme and variant, e.g. 30:70 (Diploma:Honours).</i></p>						
	<p>a/b/c/d: 100% level 5</p>						
21	<p>Progression arrangements for Integrated Masters and/or Preliminary Stage <i>Using the relevant programme identifiers (a, b, c etc.), please indicate the point at which students can step on/off the Integrated Masters and what rules govern this (e.g. students must achieve a minimum of 60% at Level 5 to progress onto the Integrated Masters).</i></p>						
	<p>N/A</p>						



22	<p>Professional, Statutory or Regulatory Bodies Please provide the names of any accrediting or reviewing professional, statutory or regulatory bodies which will, or are expected to, recognise or accredit the programmes alongside the level and type of expected accreditation, with dates of approval where appropriate.</p>																											
	N/A																											
23	<p>Relevant Subject Benchmark Statements State those subject benchmarks that are most relevant to the programmes and have been drawn upon in its design. It may be appropriate to use more than one QAA Subject Benchmark Statement, in which case give details. In those cases where no subject benchmarks apply, not applicable should be entered as opposed to omitting the section or leaving it blank. QAA subject benchmark statements exist for Honours degrees in most disciplines, and for Masters degrees in a small number of disciplines.</p>																											
	<p>General Business and Management Subject Benchmarks 2019 QAA Foundation Degree Characteristics Statement 2020</p>																											
24	<p>Other references used in designing the programmes e.g. service groups in health-related areas; industrial expert advice; other external stakeholders etc.</p>																											
	<p>The Aviation Academy has close links to Leeds Bradford Airport, as well as Jet2.com and Swissport whose role helps to inform the Foundation Degree curriculum. The aim is to provide students with the required skills to secure a career in industry and to progress to management and leadership positions.</p>																											
25	<p>Anticipated student numbers Please indicate using the relevant programme identifiers (a, b, c etc.) the anticipated cohort numbers for the first three years' intake onto each programme.</p>																											
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26	<p>Minimum number of students Please indicate the minimum number of students required for this programme(s) in order to allow for the use of optional modules within the programme design.</p>																											
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27	<p>Programme cohort start dates Using the relevant programme identifiers (a, b, c etc.), please indicate the cohort start dates for each programme and variant.</p>																											
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B	<p>PROGRAMME DESIGN</p> <p><i>Please ensure that where necessary, each section below clearly identifies differences/additions for each programme and its variant using the programme identifiers (a, b, c etc.) allocated in section A2 of this form.</i></p>
28	<p>Programme Rationale and Overview</p> <p><i>Provide a brief introduction to and rationale for the programmes, identifying the distinctive/salient features and the ‘big ideas’ that thread through their design. Please identify three to five high level ‘big ideas’ articulating the key ideas and ways of thinking, practising and knowing that lie at the heart of the key disciplines or areas of practice encompassed by each programme and its variants. Literature suggests that these are likely to be fundamental to learning within the discipline and will change the ways in which students think and act in a transformative way. For example, what changes are necessary for a student to move from leaving with a degree in social science, to becoming an emergent social scientist, or leaving with a degree in design to becoming an emergent designer?</i></p>
	<p>This programme is a Foundation Degree with two pathways at Level 5, Aviation Management & Operations and Aviation Management & Operations (with Pilot Studies). The programme has been developed with the aim of fulfilling the needs of industry taking into consideration the geographical location.</p> <p>The programme uses the General Business and Management Subject Benchmarks 2019 as a guide. In particular, 3.4, with its focus on Organisations is relevant to the modules Managing Customer Service in an Aviation Environment and Human Resource Management in the Workplace. In addition, 3.6 of the Benchmark Statement has been key in insuring that all relevant theoretical approaches are included, for example in The Principles of Leadership and Management and the Business Development and Marketing in Air Transport modules.</p> <p>During the first year of study the students share a broad-based curriculum and combined pathways. This enables a good general introduction and allows students the opportunity to change pathways if they wish in the second year.</p> <p>The Scheme Core Module of Personal & Professional Development, delivered at Level 4 serves as an introduction to study at this level. This module helps students to identify, practise and reflect on study techniques, academic research and written work. Students also undertake independent research to develop their research skills and update their knowledge of sustainable development in the aviation industry, and address internal challenges towards sustainability such as efficiency, capacity and profitability.</p> <p>In the second year of study the two pathways specialise with the Management route students focussing on operational management. Students tend to progress into careers in various areas such as ground-handling, security or customer service and the programme reflects this breadth. The Pilot Studies pathway features a Human Performance module which is fundamental to many career roles in the aviation industry whilst the Navigation module underpins studies for those students who are studying for their Private Pilot’s Licence (PPL) in their own time or wish to pursue a pilot career in the future.</p> <p>The Foundation Degrees contain three Work Related Learning modules, one module at level 4 and two modules at level 5. The Work- Related Learning modules underpin the students’ industry knowledge by ensuring that specific aspects are addressed and contextualised to the industry. Although there are 60 credits identified as Work-Related Learning, all modules studied are industry related, to prepare graduates for the workplace.</p> <p>Level 4 Health, Safety & Security</p>



	<p>Students study the Health, Safety & Security module at level 4, which focuses on the need to acquire specialist health, safety and security knowledge relevant to the vocational area. The module allows students to study a working environment and provides them with the opportunity to develop knowledge, skills, understanding and practice necessary for employment in their chosen field.</p> <p>Level 5: Human Resource Management in the Workplace. At level 5, students will study Human Resource Management in the Workplace which will develop their practical knowledge and develop skills through case studies of human resource management, in a range of different organisational settings within the aviation industry. The module focuses on how human resource management can add value to organisations.</p> <p>Aviation Management & Operations students will also study Project Management at level 5, where they will learn about the importance of project management and the range of stakeholders involved in project planning and the roles and responsibilities.</p> <p>FD Aviation Management & Operations (with Pilot Studies) students will study Human Performance & Limitations as work-related learning, where they will develop a basic understanding of how the human body responds physically and psychologically to a range of external influences, which is essential to safe flight operation. This will underpin the theoretical knowledge for those students wishing to study their PPL/CAA exams externally.</p> <p>The course supports local employment needs. The Aviation Academy is located on the site of Leeds Bradford Airport and has strong links with the airport, Jet2.com and Swissport. Some students work at the airport alongside their studies, with others being directly recruited by these organisations post-study.</p>
29	<p>Programme Aims <i>As a guide, you should have four to six programme aims.</i></p> <p><i>Please remember to include any additional programme aims for the programme variants listed on this form using the identifiers allocated in section A1 of this form.</i></p>
	<ul style="list-style-type: none"> • Provide a programme of study with a focus on the air transport sector and in line with current practice. • Provide the aviation industry with entrants educated to a higher level. • Provide a programme that encourages working with others and the development of personal skills. • Provide insight at operational level into the air transport industry, its current environment and its future. • Prepare students for progression to level 6 of higher education and to further enhance employability and career development.
30	<p>Programme Outcomes <i>As a guide you should have six to eight programme outcomes.</i></p> <p><i>Please remember to include any additional programme outcomes for the programme variants listed on this form using the identifiers (a, b, c etc.) allocated in the Award section. Where relevant, please cross-reference your programme outcomes to the relevant QAA subject benchmark statements and professional, statutory and regulatory body requirements.</i></p> <p><i>Programme outcomes reflect the overall expectations of student learning for a full programme award. Consideration must also be given in their design to the expectations of student learning at each programme stage. At each of these potential exit points, a defined set of programme outcomes achieved</i></p>

	<p>at the relevant level (e.g. level 4,5,6) will identify the stage outcomes that will constitute the achievement of an intermediate programme award. These stage outcomes must be clearly articulated in the curriculum maps (Section F) to ensure that students who exit with lower qualifications have demonstrated the requirements for that qualification. Stage outcomes in the curriculum map are those programme outcomes that are fully met or partially met in two or more modules at the relevant stage.</p> <p><i>Reference: University of Hull Learning Outcomes Tool</i></p>																												
	<p>On successful completion of this programme, students will be able to:</p> <table border="1"> <thead> <tr> <th>POs</th> <th>Programme Outcome Text</th> <th>Programme/ Variant Identifier</th> </tr> </thead> <tbody> <tr> <td>PO1</td> <td>Demonstrate fundamental knowledge of the development, the scope and the operational procedures of the air transport sector.</td> <td>a, b, c, d</td> </tr> <tr> <td>PO2</td> <td>Demonstrate awareness of the significant, contextual, current and emerging theories and principles relating to aviation.</td> <td>a, b, c, d</td> </tr> <tr> <td>PO3</td> <td>Demonstrate understanding of a range of current procedures and practices to ensure safe and efficient flight operations.</td> <td>a, b, c, d</td> </tr> <tr> <td>PO4</td> <td>Communicate ideas and principles effectively in speech and writing, using visual and ICT media as tools where appropriate.</td> <td>a, b, c, d</td> </tr> <tr> <td>PO5</td> <td>Demonstrate and utilise knowledge of contextual, current and emerging theories and principles relating to aviation.</td> <td>a, b, c, d</td> </tr> <tr> <td>PO6</td> <td>Demonstrate understanding of a broad range of current procedures and practices to ensure safe and efficient flight operations.</td> <td>c, d</td> </tr> <tr> <td>PO7</td> <td>Demonstrate knowledge of navigation procedures critical to the sector.</td> <td>c, d</td> </tr> <tr> <td>PO8</td> <td>Apply and develop people management skills to include: communication; resilience; team building and motivation</td> <td>a, b</td> </tr> </tbody> </table>		POs	Programme Outcome Text	Programme/ Variant Identifier	PO1	Demonstrate fundamental knowledge of the development, the scope and the operational procedures of the air transport sector.	a, b, c, d	PO2	Demonstrate awareness of the significant, contextual, current and emerging theories and principles relating to aviation.	a, b, c, d	PO3	Demonstrate understanding of a range of current procedures and practices to ensure safe and efficient flight operations.	a, b, c, d	PO4	Communicate ideas and principles effectively in speech and writing, using visual and ICT media as tools where appropriate.	a, b, c, d	PO5	Demonstrate and utilise knowledge of contextual, current and emerging theories and principles relating to aviation.	a, b, c, d	PO6	Demonstrate understanding of a broad range of current procedures and practices to ensure safe and efficient flight operations.	c, d	PO7	Demonstrate knowledge of navigation procedures critical to the sector.	c, d	PO8	Apply and develop people management skills to include: communication; resilience; team building and motivation	a, b
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31	<p>Learning and Teaching Approach</p> <p><i>Please outline your proposed approach to learning and teaching. This should not be a list of types of teaching, but should provide an explanation as to how you will teach and students will learn and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed pedagogic approach is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to learning and teaching (disciplinary pedagogies) that will underpin the educational experience of the programmes and will support the types of students that you are expecting to attract.</i></p>																												
	<p>Students are taught using a multi-sensory approach including visual slides, videos, lectures, presentations, academic posters, airport visits, maps, advance organisers, case studies, debates, lectures, guest speakers, research induction, table-top exercises, independent reading and feedback from tutors and peers. New concepts are linked to concrete analogies e.g. linked to students own work setting, peer group, lecturer examples or guest speaker examples.</p>																												



	<p>Case studies, debates, guest speakers and independent reading, allow students to critically evaluate relevant theories and concepts providing academic evidence of the suitability and / or lack of suitability of their application to their assessment. Students are encouraged to complete research in groups in class and share their findings visually on the blended learning platform and verbally. Feedback is given by peers and tutors via the online chat box and verbally with students encouraged to share resources, take comprehensive notes and use spider diagrams to organise information.</p> <p>Assessment: Formative assessment takes place in seminar sessions and the submission of draft work for feedback to prepare students for summative assessment is recommended. A range of summative assessment techniques will be utilised e.g. presentation, report, case study, academic posters and examinations. This range will help support employability skills for future careers.</p>
32	<p>Assessment Approach</p> <p><i>Please outline your proposed approach to assessment. This should not be a list of types of assessment, but should provide an explanation as to how you will assess and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed assessment strategy is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to assessment.</i></p>
	<p>A range of assessment methods are used to ensure that both academic, vocational and transferrable employability skills are developed and assessed. Assessments include case studies and presentations to develop written and verbal communication skills. Exams and reports develop the skills required for study at level 6 and future careers on the ground and in the air.</p> <p>Application of models of reflection are assessed at level 4, in relation to students' own personal skills and development including consideration of the impact of attitudes, values and behaviour on themselves and others. The knowledge and skills gained in assessment preparation are transferable skills for future aviation careers and /or future study, and encourage students to apply underlying theory, identify problems and make recommendations.</p>
33	<p>Key Areas of Study</p> <p><i>Please describe the key topics and foci of study of the programmes proposed on this form. This information can potentially be used as a basis for additional programme marketing material, so please keep the target audience of students in mind.</i></p>
	<p>Development of the Air Transport System - This module provides students with the knowledge required to understand how the industry developed and how it fits together to form a seamless air transport system. It is a valuable scene setting module that places the industry into context and provides the foundation stones for further study and links to airline and airport operations.</p> <p>Personal & Professional Development - This module focusses on the personal development of the student, including study skills, team-working, presentation skills, self-reflection, analysis of information and development of IT skills. Enhancing skills will not only be beneficial for completion of this module, but also future assessments and the students' chosen career.</p> <p>Managing Customer Service in an Aviation Environment - The aims of this module are to provide students with a fundamental understanding of the customer service environment of airlines and airports, its relative importance to the organisations concerned, the methods used to evaluate its impact and how it might be managed effectively.</p>



Airline Operations - Successful completion of this module will allow students to understand the characteristics of different airline operational models. The inner workings of the airline business will be explored to discover the rationale behind aircraft choices and why airlines operate to some destinations but not to others.

Health, Safety and Security in Air Transport - The module focuses on the need to acquire specialist health, safety and security knowledge specific to the aviation industry.

Airport Operations - The aims of this module are to make students aware of the complex nature of airport operations and how the myriad of different organisations involved work together to ensure a safe, secure and efficient system.

Decision Making in Air Transport Management - The aim of this module is to provide an understanding of the key management issues and emerging threats facing airlines and airports, the practises used to manage them and the impact on users.

Principles of Leadership and Management - The module focuses on the theories that have shaped the understanding of leadership and management and how it supports and provides guidance to action for managers and leaders, to help secure their business and its success within the aviation industry.

Business Development and Marketing in Air Transport - The aim of this module is to give students an understanding of the way in which air transport organisations develop their business. Within this context, students will analyse operating environments, set objectives and goals, determine strategy and develop tactics for airlines and airports.

Human Resource Management in the Workplace - This module is designed to develop students' practical knowledge and develop skills through case studies of human resource management, in a range of different organisational settings within the aviation industry. In particular, the module will focus on how HRM can add value to organisations. Students will evaluate HRM policy and practice in aviation organisations, along with employment law and its application to the aviation industry.

Project Management - This module aims to introduce key concepts and functions of project management to the students, including assessing the viability, managing the performance and evaluation of a project.

Introduction to Air Transport Economics - The aims of this module are to introduce students to the economics of air transport by exploring costs, revenues, the factors that impact on them and how they are managed. Current trends and developments within the aviation industry will be utilised to highlight the significance of economic theory within air transport.

Human Performance & Limitations – the aim of this module is to develop an in-depth knowledge of the factors that affect performance capabilities of the human body, to enable students to predict the possible outcomes of degrading human performance due to the application of external influences.

Navigation - The aim of this module is to develop theoretical knowledge of navigation following Visual Flight Rules (VFR). Using a variety of techniques, accurate navigation planning will be mastered. Coping strategies to be used when navigation plans are found to require corrections, are included.

34	<p>Curriculum Structure</p> <p><i>In this section, please explain how the content of the curriculum described above will be organised and why. Your discussion should include information on:</i></p> <ul style="list-style-type: none"> • Progression: <i>how the curriculum promotes an organised progression so that the demands on the learner are progressive in terms of intellectual challenge, skills, knowledge and learning autonomy;</i> • Coherence and Integrity: <i>the overall coherence and intellectual integrity of the programmes and student experience.</i> <p><i>Note: A diagrammatic structure is often helpful to establish the composition of a programme.</i></p>																																										
	<p>At level 4, modules focus on the development of the underlying academic and self-management skills including self-audit and reflection (Personal & Professional Development) required to underpin further study. All other modules provide students with a rounded knowledge of the fundamental operational areas in the aviation industry. Weekly study skills sessions are incorporated into the curriculum to help students with academic writing skills, referencing techniques and research.</p> <p>At level 5, skills such as the research skills gained at level 4 are expanded and students are encouraged to work more independently. Theoretical modules continue to develop knowledge and understanding, and students are encouraged to analyse and critique the application of theory in relation to practice in the aviation industry.</p> <p>In all modules, students will be encouraged to become independent learners. Scaffolding, formative tasks and guided reading are used, particularly in the first semester to support students, many of whom are returning to education after a break. Although still embedded at level 5, directed learning is gradually reduced to encourage independence.</p> <table border="1"> <thead> <tr> <th>Level 4 a,,c,</th> <th>Semester</th> </tr> </thead> <tbody> <tr> <td>Development of the Air Transport System</td> <td>1</td> </tr> <tr> <td>Personal & Professional Development</td> <td>1</td> </tr> <tr> <td>Managing Customer Service in an Aviation Environment</td> <td>1</td> </tr> <tr> <td>Airline Operations</td> <td>2</td> </tr> <tr> <td>Health, Safety and Security in Air Transport</td> <td>2</td> </tr> <tr> <td>Airport Operations</td> <td>2</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Level 5 (a,)</th> <th>Semester</th> </tr> </thead> <tbody> <tr> <td>Decision Making in Air Transport Management</td> <td>1</td> </tr> <tr> <td>Principles of Leadership and Management</td> <td>1</td> </tr> <tr> <td>Business Development and Marketing in Air Transport</td> <td>1</td> </tr> <tr> <td>Human Resource Management in the Workplace</td> <td>2</td> </tr> <tr> <td>Project Management</td> <td>2</td> </tr> <tr> <td>Introduction to Air Transport Economics</td> <td>2</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Level 5 (,d)</th> <th>Semester</th> </tr> </thead> <tbody> <tr> <td>Decision Making in Air Transport Management</td> <td>1</td> </tr> <tr> <td>Principles of Leadership and Management</td> <td>1</td> </tr> <tr> <td>Business Development and Marketing in Air Transport</td> <td>1</td> </tr> <tr> <td>Human Resource Management in the Workplace</td> <td>2</td> </tr> <tr> <td>Human Performance & Limitations</td> <td>2</td> </tr> <tr> <td>Navigation</td> <td>2</td> </tr> </tbody> </table>	Level 4 a,,c,	Semester	Development of the Air Transport System	1	Personal & Professional Development	1	Managing Customer Service in an Aviation Environment	1	Airline Operations	2	Health, Safety and Security in Air Transport	2	Airport Operations	2	Level 5 (a,)	Semester	Decision Making in Air Transport Management	1	Principles of Leadership and Management	1	Business Development and Marketing in Air Transport	1	Human Resource Management in the Workplace	2	Project Management	2	Introduction to Air Transport Economics	2	Level 5 (,d)	Semester	Decision Making in Air Transport Management	1	Principles of Leadership and Management	1	Business Development and Marketing in Air Transport	1	Human Resource Management in the Workplace	2	Human Performance & Limitations	2	Navigation	2
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35	<p>Compensation/Condonement rules <i>Using the relevant programme identifiers (a,b,c etc.), please list any modules included in this application that are core for each programme and variant (i.e. modules defined as core in the curriculum map).</i></p>
	None
36	<p>Internationalisation <i>'Internationalisation is a key feature of the UK HE agenda [and...] represents the preparation of all UK HE graduates to live in, and contribute responsibly to, a globally connected society' (HEA, 2014). Please outline the programmes' approaches to internationalising the curriculum.</i></p>
	<p>Aviation is a global industry which attracts employees from around the world. As part of the teaching and learning methods videos are used from around the world and communication is a key feature L4 Managing Customer Service in an Aviation Environment at level 4. Aviation legislation, regulation and airline procedures in other countries are examined alongside UK directives to examine the differences which may be encountered in this global industry. British airlines often support corporate social responsibility projects on other continents and these themes run across our degree programmes analysing societal and cultural differences. Guest speakers from a variety of airlines contribute to this celebration of cultures – with discussion on how management and leadership can be approached differently depending on the nationality of the leader. This is also relevant in teams within the sector, with both ground crew and aircrew often having employees from different cultural backgrounds. Cultural awareness and inclusivity are key themes running throughout both Foundation Degree programmes.</p>
37	<p>Inclusivity <i>Please indicate how you will ensure that your curriculum is inclusive. An inclusive curriculum reflects an awareness of both the diversity of learners and their learning needs and experiences. This is incorporated into curriculum design through modes of interaction and assessment as well as course content. Each disciplinary area may have different approaches; however, a common starting point should be the nine protected characteristics as outlined in the Equality Act 2010. All publicly funded educational institutions are required to meet the Single Equality Duty 2011.</i></p> <p><i>All University of Hull programmes should be inclusive by design. Inclusive teaching learning and assessment design facilitates the successful practice and application of the specific competencies of the module/programme, irrespective of a students' background or individual characteristics (as they are defined in the Equality Act). This is integral to our anticipatory duty to break down barriers to learning for students with protected characteristics and our obligation as a publicly funded institution to the Single Equality Act (2011)</i></p> <p><i>Inclusive curriculum attempts to break down structural inequality, it is decolonised (note decolonising curriculum works to the benefit of all students, including those underrepresented in HE), physically accessible, and allows for student feedback and opportunity to co-design curricula content and models of delivery. Where there is a part time pathway, please ensure the programme design is accessible, equal and inclusive for both full time and part time students.</i></p>
	<p>The College aims to provides an inclusive learning environment and to provide equality of opportunity for all to access, succeed in and progress from higher education. Equality, Diversity and Inclusivity across the College is monitored by the Equality and Diversity Committee and actions and progress are summarised in the Equality, Diversity and Inclusivity Annual Report. At HE the College has an OfS Access and Participation Plan monitored and actioned by the College's Student Opportunity Monitoring Group and at course level within Progress Reviews. In addition to their academic teaching all HE students receive 1:1 tutorials and have access to the College Counselling service and 1:1 study skills support. either in person or via TEAMS</p>



	<p>The make-up of the cohort, continuation and success rates are monitored and discussed at Progress Reviews and within the Annual Monitoring Reports. The cohort of students at the Aviation Academy are mainly entering directly from school with a few mature students each year. All students are provided with personalised support and the degree is taught over two days per week to enable students to work part-time in industry. Students are given module evaluation forms to complete at the end of each module to provide students with a voice and to inform module tutors of the strengths of the module and the areas for development. The average percentage of each module is analysed each year and discussed at the Exam Board, Progress Reviews and within the Annual Monitoring Report.</p>
38	<p>Employability <i>Please outline the approach taken by the programmes to engage students in gaining employability skills.</i></p>
	<p>All programmes are designed with a vocational focus and input from industry. All students have access to the College’s Careers Team, HE Careers MOODLE and a dedicated cross-College HE careers focussed week, which allows students the opportunity to engage in CV updating, developing interview skills and engage with a range of guest speakers. Employability skills are embedded within course programmes and the tutorial programme. Many teaching staff have worked in the aviation industry for several years and work to embed soft skills in the students such as emotional intelligence, active listening and the importance of time management.</p> <p>All students are offered the opportunity to apply for the Leeds Bradford Airport Ambassador Programme which offers voluntary employment in the airport over the Summer period in various customer service roles.</p>
39	<p>Student engagement in curriculum and pedagogic design <i>Please outline how students have already been and will continue to be involved in curriculum and pedagogic design.</i></p>
	<p>All students are asked to complete an evaluation form on completion of a module of study and this includes suggestions for improvement. During the end of course focus groups students are asked about the course content, assessment and employability skills which are considered by the programme teams during the annual reporting process. In addition, students were surveyed in 2020, to gain an insight into their input into the development of the blended learning approach.</p>
40	<p>Ethical issues and risk <i>Programmes may deal with issues that are sensitive or involve ethical considerations. Our institutional duties of care extend to all involved in learning and teaching. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed (include evidence of support from ethics committees and risk assessments as appropriate).</i></p>
	<p>As we are situated on an airside campus, all students must have a Disclosure Scotland Certificate, this information can be found on both the UCAS and Craven College website so that students are aware when applying for the course.</p> <p>In addition, students are given the opportunity to apply for ‘ambassador roles’ at the airport, where a Disclosure Scotland Certificate is a mandatory requirement. Students are made aware of workplace and university ethical boundaries with regard to discussing confidential information.</p> <p>The Programme team complete annual mandatory training on safeguarding, GDPR and wellbeing and will consider ethical issues within the module planning.</p> <p>Where discussions relating to ethical considerations and sensitive issues arise e.g. relating to a student’s own experience or workplace, module staff will remind students that issues discussed within lectures are confidential and recordings will be turned off.</p>



	<p>All students involved in Research Projects will receive taught input and discuss ethical approaches to research and all students will be referred to the BERA (2018) Ethical Guidelines and be expected to complete a Research Ethics Approval form. The chair of the Scholarly Activity Group will consider and approve the Research Ethics Approval Forms. Should there be any concerns, the chair will return the Research Ethics Approval Form to the student for amendment and inform the tutor concerned. Students may not commence their research until approval has been given. Ethical concerns raised by Approval Forms will be taken to the Scholarly Activity Group for further discussion.</p> <p>All College facilities and activities are risked assessed. Any external visits are applied for using the central College visits procedure, these include risk assessments for the venue and the activities, no visit can be undertaken without approval. All research projects must be approved by a tutor and risk assessment forms completed with the student where appropriate.</p>
41	<p>Sensitive issues and safeguarding <i>Universities develop and deliver programmes which deal with issues that may be sensitive or require students to explore issues which may be potentially controversial, for example relating to child abuse, sexual violence, radicalisation and terrorism. As with research, our institutional duty of care extends to all involved in learning and teaching and all related activities which staff and students may engage with. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed to ensure a safe environment is maintained for all concerned.</i></p>
	<p>All staff are required to complete mandatory annual safeguarding training. Sensitive information regarding work placements is frequently discussed and the boundaries and expectations are established with the students at the start of the academic year. All students present must give their permission for a session to be recorded, and recordings are stopped if confidentiality issues arise.</p> <p>If sensitive issues are to be discussed in class, or major safety or security related incident video footage is part of a lesson, students are made aware prior to this taking place and have the option to opt out of the session.</p>
42	<p>Other information/programme special features <i>Please provide any other information about these programmes not included above. This may include information about field trips and their arrangements, special opportunities on offer for students (e.g. forest schools qualifications) and specific student support arrangements associated with these programmes.</i></p>
	<p>These programmes are aimed at those aspiring to middle and senior management and provide insight into the aviation sector at strategic level. The qualification will develop an in-depth awareness and subject-specific knowledge of the sector, providing the opportunity to refine a range of skills and attributes to a high level.</p> <p>The FD Aviation Management & Operations (with Pilot Studies) has been developed to provide underpinning knowledge and understanding for those wishing to embark on a career as a pilot or in ground operations management. The combination of technical training with development of research and analytical skills will provide a broad base to continue learning or improve job progression. The Aviation Management & Operations (with Pilot studies) will give students a valuable insight into key aspects of mandatory knowledge required for the industry. Students may also choose to study independently for their Private Pilot Licence (PPL) alongside their Foundation Degree. Teaching staff can advise students about companies who offer the PPL. To qualify as a PPL holder, a Class 2 medical certificate issued by a CAA Authorised Medical Examiner (AME) is also required. By following this course, students can study for a Foundation Degree whilst obtaining theoretical knowledge in key areas.</p> <p>The location of The Aviation Academy (TAA) at Leeds–Bradford Airport provides a unique and stimulating learning environment. The College’s physical proximity to aviation employers is matched by good working</p>

	<p>relationships which have led to a range of initiatives. The course aims to ensure that it fulfils the needs of the sector and is appropriate for our geographical location. For example, students are given assignment briefs that are relevant, realistic and based on issues that are viewed as key to the development of the air transport industry.</p> <p>The Aviation Academy was funded at inception by Yorkshire Forward, to facilitate development at Leeds Bradford Airport and broader environs by ensuring there are suitable skilled employees at level 3 (NQF) and above. TAA works in partnership with Jet2.com in recruitment and training for their bases in the UK and they also provide work placements and speakers for our HE programmes, also working with Swissport on a similar basis. TAA has engaged with a broad range of aviation industry employers who provide valid work opportunities for students.</p> <p>Guest speakers may include:</p> <ul style="list-style-type: none"> British Airways staff from London Heathrow Pilots from Virgin Atlantic, Jet2.com, British Airways and Aer Lingus Cabin Crew from a range of airlines Managers from Leeds Bradford Airport and Jet2.com Customer Service Management from Jet2.com The Chaplin from Leeds Bradford Airport Ex industry staff involved in historic airline disasters Ex students who have progressed onto master’s study and into industry
C	RECRUITMENT AND ADMISSIONS INFORMATION
43	<p>Proposed marketing strategies <i>Please highlight any factors that you think may assist in helping the marketing team with their strategy for promoting your programmes.</i></p>
	<p>Craven College Aviation Academy is based on an airside campus at Leeds Bradford Airport. Lecturers come from an aviation background, or a business background with an interest in aviation. Lecturers have industry connections and students are encouraged to join LinkedIn and connect with staff just before their final year.</p> <p>A strong working partnership with Leeds Bradford Airport enables students to be recruited by the airport to gain vital work experience during the summer months. While on placement students receive a full airside pass and are encouraged to shadow staff and visit other areas of the airport, with permission, if time permits e.g. the air traffic control tower or the fire station. As part of their airport uniform, Student Ambassadors wear Aviation Academy hi-vis jackets with logos promoting the excellent links between the College and the airport. With over 4 million passengers passing through Leeds Bradford Airport per annum, as well as plans for further expansion, there are excellent opportunities for employment into industry.</p>
44	<p>Academic entry requirements <i>Using the relevant programme identifiers (a,b,c etc.), please highlight all entry requirements including any specific subjects as well as proposed tariff.</i></p>
	<ul style="list-style-type: none"> • Level 3 qualification equivalent to 48 UCAS tariff points, i.e. 2 A Levels or a Subsidiary Diploma • English Language and Maths at GCSE grade C / 4 or equivalent • Those with relevant modules from compatible HNCs or Foundation degrees may be able to transfer credit on successful completion of the APL/APEL application process <p>Students without the necessary qualifications but with relevant work experience are encouraged to apply</p>



	<p>Other entry requirements <i>e.g. relevant IELTS score, Disclosure and Barring Service etc.</i></p>												
	<p>Criminal Record checks are required for all students on campus. Disclosure and Barring Service check is an enhanced check which the College will require for all new applicants from September 2022. A Disclosure Scotland Certificate is currently required due to the College being on an airside location and therefore bound by the regulations at Leeds Bradford Airport.</p>												
D	IMPLEMENTATION STRATEGY												
46	<p>Implications for other areas of the Partner Institution <i>Using the relevant programme identifiers (a,b,c etc.), please indicate any requirements that may impact on other areas of the partner institution. Please discuss these with the relevant service area before completing this form.</i></p>												
	<table border="1"> <tr> <td>Estates:</td> <td></td> </tr> <tr> <td>Library:</td> <td></td> </tr> <tr> <td>Admissions:</td> <td></td> </tr> <tr> <td>Careers:</td> <td></td> </tr> <tr> <td>Visa Compliance:</td> <td></td> </tr> <tr> <td>Other (<i>Please specify</i>):</td> <td></td> </tr> </table> <p>N/A this course has been delivered by the College since 2013. No additional costs, other than the annual updating of resources.</p>	Estates:		Library:		Admissions:		Careers:		Visa Compliance:		Other (<i>Please specify</i>):	
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47	<p>Existing programmes/students affected by this proposal <i>Please state here which existing programmes and modules may be affected (both positively and negatively) by this new provision. Where relevant, please attach evidence that any impact has been discussed with students and that consideration has been given to this in the design of the programmes.</i></p>												
	N/A												
E	POST PROGRAMME OPPORTUNITIES												
48	<p>Progression opportunities to further academic or professional programmes <i>Please list progression opportunities in your own or other institutions. If none exists, do you have any plans to develop such provision? How will you ensure students are aware of these opportunities?</i></p>												
	<p>Following successful completion of the Foundation Degree, students may progress to the BSc (Hons) Air Transport Management (Top-up) at Craven College.</p>												
49	<p>Employment opportunities <i>Please state areas of employment that graduates of these programmes will typically enter. You may wish to contact the careers team for guidance in this area. You may also wish to refer to Destinations of Leavers in Higher Education (DELHE) data.</i></p>												
	<p>Completion of the course provides the opportunity to progress into operational roles within the aviation sector. Skills are also transferable across other sectors including retail.</p>												

F

CURRICULUM MAPS

Please create curriculum maps which detail the programmes/variants that you are validating. Each map should begin with the title of the programme/variant and the relevant programme identifiers.

In **Columns 1-3**, please list all programme modules taught at each stage, the level at which they are taught and the modular credit value.

In **Column 4**, please include details of the assessment associated with each module; this will allow you to map your assessments across the programme.

In **Column 5**, please indicate against each of the programmes and pathways listed on this form which modules are Core (Co), Compulsory (Cm) or Optional (Op)
*

In **Column 6**, please identify which modules contribute to the achievement of programme learning outcomes

*Definitions:

CORE module - this is a module that is fundamental to the degree programme and must be studied. It cannot be compensated or condoned.

COMPULSORY module - this is a module which must be studied to successfully complete a particular degree programme. It can be compensated or condoned, subject to regulations.

OPTIONAL module - this is a module that a student may choose to study as part of their degree programme.

ELECTIVE module – this is a module that a student may choose to study as part of their degree programme. It cannot be compensated or condoned.

Note:

- There should be no optional modules at Level 4 (unless an exemption request has been approved by EPC).
- Optionality should be minimised throughout the programme.
- Faculty Education and Student Experience Committee (FESEC) is the final arbitrator of any disagreements regarding the level of optionality in a programme.
- Levels of optionality should be clearly linked to the number of students taking the module.

KEY:

P/V= Programme or Variant	PO = Programme Outcome
PW = Pathway	T1,2,3 = Trimester 1,2,3
Co = Core Module	Cm = Compulsory Module
Op = Optional Module	El = Elective Module

F1 UNDERGRADUATE CURRICULUM MAP FOR CORE PROGRAMME AND ASSOCIATED PATHWAYS															
Programme/Variant Titles and Identifiers: a,b FdScAviation Management & Operations / c,d FdSc Aviation Management & Operations (with Pilot Studies)															
1	2	3	4	5			6								
Module Title	Level	Credit	Assessment Method <i>(e.g. exam, essay, presentation)</i>	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
Certificate Stage a,b,c,d															
T1															
Development of the Air Transport System	4	20	Report Presentation	a,b,c,d				x			x				
Personal & Professional Development	4	20	Presentation Research project	a,b,c,d							x				
Managing Customer Service in an Aviation Environment	4	20	Presentation Case Study	a,b,c,d					x		x				x
T2															
Airline Operations	4	20	Report Report	a,b,c,d				x			x	x			
Health, Safety and Security in Air Transport	4	20	Report Presentation	a,b,c,d						x	x		x		
Airport Operations	4	20	Report Presentation	a,b,c,d				x			x				

Diploma Stage a,b															
T1															
Decision Making in Air Transport Management	5	20	Report	a,b						x			x		
Principles of Leadership and Management	5	20	Presentation including an academic poster	a,b						x		x			
Business Development and Marketing in Air Transport	5	20	Open Book	a,b					x						
T2															
Introduction to Air Transport Economics	5	20	Closed book examination	a,b						x					
Human Resource Management in the Workplace	5	20	Presentation Case Study	a, b,						x		x			x
Project Management	5	20	Poster Report	a,b							x				
Diploma Stage c,d															
T1															
Decision Making in Air Transport Management	5	20	Report	c,d						x			x		
Principles of Leadership and Management	5	20	Presentation including an academic poster –	c,d						x		x			
Business Development and Marketing in Air Transport	5	20	Open Book Examination	c,d					x						
T2															
Human Resource Management in the Workplace	5	20	Presentation Case Study	c,d						x		x			
Human Performance & Limitations	5	20	Closed Book Examination Case Study Report	c, d							x		x	x	
Navigation	5	20	Closed book exam Flight Plan and Rationale practical demonstration	c, d							x		x		x

