

PROGRAMME SPECIFICATION

This Programme Specification is correct as of the date indicated; however, minor amendments may be made throughout the year and will be incorporated in the annual updating process.

SECTION A: DETAILS OF THE COURSE AND AWARD

Programme Title	BA (Hons) Organisational Capability Development
Awarding Body	Buckinghamshire New University
Teaching Institution	Buckinghamshire New University
Faculty	Design, Media & Management
School	Applied Management & Law
Name of Final Award	Bachelor of Arts with Honours, BA (Hons)
NQF/FHEQ Level of Qualification	Level 6: Bachelor's degree with honours
QAA Benchmark Statement(s)	Business and Management 2007
UCAS Code	n/a
Course Code(s)	BU1OCD9
Mode and Length of Study	Part Time (2 years)
Number of Intakes	One
Regime of Delivery	Flexible & Distributed Learning
Language of Study	English
Details of Accreditation	n/a
Publication Date	20 October 2014

Potential Student Profile / Criteria for Admission:

What the award is about and who the programme is aimed at:

The Armed Forces comprise the Royal Air Force, Royal Navy (includes Royal Marines) and British Army, all of which are multi-disciplinary military organisations a variety of branches and trades which work and operate within the organisational framework to deliver air, maritime and surface power on behalf of Her Majesty's Government in combat, peace support and humanitarian roles. Within these branches and trades, there are varied routes for in-service education and development, and the RAF Armed Forces have identified a requirement to offer higher education opportunities for its personnel. This BA has been designed to provide a specific opportunity for military personnel (regular, reserve and veterans) to undertake a bespoke and closed programme of higher education. In terms of student profile, the programme has been developed to address an identified current and future military requirement to educate its personnel for both in-service applications and to prepare for civilian life.

This programme is designed to provide an accessible and phased entry undergraduate programme that reflects civilian business currencies and assists in the Armed Forces in their drive towards further professionalism and the development of individual competencies. The BA is intended to link and build capability in a coherent, rather than distinct and completely separable, group of subjects that will use previous experience and knowledge as the foundation and basis for study. In this programme; the development of understanding of these links, in their applicability to organisations and business, and the high-level knowledge, confidence and capability necessary to be fully effective as a management professional are considered to be essential and explicit educational outcomes.

To support and as an adjunct to these requirements, the BA is also designed to meet the needs of students who are, or who aspire to be, employed as managers in specific sectors such as civil aviation, security and resilience. There are many military personnel that have long-term experience and are seeking validation and evidence of this through the achievement of a degree qualification. In particular, applied programmes and awards are considered to be the most desirable and required awards by military personnel who have a keen interest in developing skills and gaining qualifications that have employability potential.

The programme is designed for commissioned and non-commissioned military officers of all trades and branches, but will attract and educate those with a specialist interest in the following areas and sub-disciplines:

- Aviation operations and management
- Security and resilience
- Business and management

Given the background of RAF military personnel and their training requirements, all of these components are to some extent complementary and considered to be contributing elements to the development of a rounded capability that best utilises and exploits their skills, training and experience.

Why students should choose this award:

Students should choose this award for its unique approach to the study, the subjects and their constituent elements. The BA uses the University's success in developing and delivering flexible and applied programmes that allow students to study in the context of the needs of real organisations and their current and future operating environments. In this programme the development of understanding of these needs, in their applicability to organisations and business and the knowledge, confidence and capability necessary to be fully effective as a management professional are considered to be essential and explicit educational outcomes. This programme is for students who wish to apply academic rigour to their professional capability and development, and will allow successful graduates to be differentiated from and more competitive than their peers who may not have taken such an approach.

Opportunities available for students after completion of the award:

On successful completion of this award, students will find their employment prospects enhanced and their understanding of the multiple facets of the subjects covered significantly deepened. RAF personnel will have gained the requisite knowledge and analytical skills to enable them to perform at higher management levels in the Service and the wider military; recent graduates joining civilian life are more likely to be able to obtain employment in various sectors; and importantly will be better equipped to seek promotion. All graduates will have developed transferable skills that can be used in a wide range of employment roles.

Expected knowledge and skills that the entrant will have on entry to the programme:

The essential requirement for the BA is that applicants are able to use Accredited Prior Learning (APL) for exemptions from elements of the programme, dependent on their level of employment and mapped to the Modules. All APL assessments will be conducted by a formally constituted Credit Accumulation Transfer Scheme (CATS) Committee, in accordance with AQD Regulation on the Credit Accumulation and Transfer Scheme dated June 2011. In particular, the profiles of students to APL match will be as follows:

Military students will be offered two entry points to the programme depending on rank and experience:

Entry Point A (Level 5)

Entry Point B (Level 6)

All students up to and including the rank of corporal will be eligible to commence the UG degree at Level 5. Students at Senior NCO rank (sergeant) and above including commissioned ranks will be able to enter the degree programme at Level 6. Modules in this programme will include a research project (AI661 - 30 credits) and 3 x 30 Level 6 credit modules as follows:

The course team has mapped military qualifications/training and APEL for aviation students against the following modules from the existing BA in Airline and Airport Management:

TM402 Professional Skills and Development
AI408 Structure of the Air Transport Industry
AI402 Air Cargo Operations
AI403 Air Transport - Security and Safety
AI404 Airline and Airport Marketing
AI405 Airport Operations
AI406 Introduction to Finance and Economics

For resilience students, the course team has mapped military qualifications/training and APEL against the following modules from the existing BA in Security Consultancy.

SE406 Threat and Risk
SE415 Security Risk Management
SE416 Information (with Cyber) Security
SE417 Management of Self, Teams and Projects

These modules have been mapped and assessed to be as close as possible to those which reflect the requirements of aviation-orientated and security-orientated service personnel who require grounding in academic and degree level education; whilst preparing them for educational activities at Level 5. All APL students will be exempt from the first year (Level 4) and begin at Level 5.

Additionally, former military personnel from the subject branches and trades who have retired from uniformed service within five years of the course start date employees will be eligible to apply. Assessment of suitability for the programme and acceptance will depend on their branch and trade currency and qualifications both from uniformed and civilian service roles and employment.

All applications will be considered individually and applicants will be required to undergo an interview prior to acceptance on the Programme.

Credit Transfer

All students will use Accredited Prior Learning (APL) for exemption from study at Level 4. All APL assessments will be conducted by a formally constituted Credit Accumulation Transfer Scheme (CATS) Committee, in accordance with AQD Regulation on the Credit Accumulation and Transfer Scheme dated June 2011.

SECTION B: PROGRAMME AIMS, OUTCOMES, LEARNING, TEACHING AND ASSESSMENT METHODS

Programme Aims

The main educational aims of the programme are to allow graduates to:

- Develop advanced analytical and critical skills applicable to management and organisational roles
- Develop an in-depth understanding of management and operational issues current in the aviation sector and in the wider business/organisational environment and operating context
- Specialise, within the programme, in areas of particular relevance to their careers
- Enhance their career development prospects in relevant areas of organisational capability development

Programme Learning Outcomes

A. Knowledge and Understanding

On successful completion of the programme a graduate will be able to:

1. Critically approach contextual problems of organisational capability development for their own operational and strategic environment.
2. Assess organisational change requirements due to the impact of external and internal factors and understand their implications.
3. Illustrate effective organisational capability planning and implementation requirements
4. Evaluate and solve problems through reflection upon current issues and thinking and management techniques
5. Choose appropriate and organisationally viable approaches to the development of interrelationships for effective long-term organisational capability

B. Intellectual/Cognitive Skills

On successful completion of the programme a graduate will be able to:

1. Demonstrate critical thinking approaches to organisational capability development
2. Evaluate and solve complex business problems related to organisational capability requirements
3. Differentiate between highly effective and less effective organisations in the context of organisational capability planning and Implementation
4. Effectively research organisational capability – related issues and problems in the business and management contexts

C. Practical Skills

On successful completion of the programme a graduate will be able to:

1. Effectively implement organisational communication plans and processes to support effective Organisational capability
2. Initiate and create organisational management teams and processes to provide and develop Organisational capability
3. Devise and generate organisational change management processes
4. Produce, manage and implement integrated and effective organisational capability programmes which can be applied in a variety of organisational circumstances both internal and external to the RAF
5. Make effective strategic organisational capability development decisions which are inextricably linked to the organisational mission and objectives

D. Key/Transferable Skills

On successful completion of the programme a graduate will be able to:

1. Develop and deliver both in personal and team contexts the processes and functions required for effective organisational capability
2. Understand, develop and apply appropriate and adaptable leadership and management systems for organisational capability development
3. Evaluate and balance competing components of organisational activity to offer optimal opportunities for capability development
4. Apply effective problem-solving capabilities in order to ensure and support management processes and capabilities
5. Develop the capability to solve problems using originality, insight and critical/reflective abilities

Table 1: Programme Skills Matrix – Assessment

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection and Criticality	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
AI552	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AI553	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
BM527	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MG523	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SE509	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AI661	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
BM626	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AI664	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
MG623	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
SE505	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
SE603	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Learning, Teaching and Assessment Methods to achieve the Programme Learning Outcomes

The School’s courses are practice based, supported by contextual studies, and are structured to allow students to develop autonomous and organisationally orientated study. Such self-directed and self-initiated study programmes are the primary means by which a student’s independent learning skills develop, and allow them to capitalise upon their activities and experience, often gained through extensive careers.

The teaching, learning and assessment methodologies used within the Faculty and detailed below, are consistent with those described in relevant QAA Benchmarks. The study of theories and organisational approaches to capability development, using workshop-related activity surrounded by distance learning activities, is the principal vehicle for teaching and learning; supported by personal research and informed by formative activities. Learning is further developed through group engagement, and through personal development supported by individual tutorials. The Faculty operates a regime of formative and summative assessment, which allows students to develop their work continuously with clear tutorial guidance.

Teaching Methods

A range of specific learning and teaching mechanisms that will be used in the programme is outlined below:

Seminars: Enable open discussion, contribution by tutors, practitioners and industry representatives. Students are enabled to practice the articulation of ideas, question, test their knowledge and listen to other points of view, thus enabling their critical abilities to develop. These may be conducted face to face or remotely.

Lectures: Provide key information, knowledge and theories. Students may also be involved in interactive activities which have some of the characteristics of seminars listed above during these lectures. These may be conducted face to face or remotely.

Small group work: Develops collaborative and communication skills, networking, sharing and supporting each other to learn. This may be conducted face to face or remotely.

Visits from industry professionals: Enables the development and awareness of current practice in the subject. This is essential to developing an understanding of current practices, career opportunities, and preparing students for working life as a professional. Contact with industry professionals, enables the development of language, concepts, research approaches and identity formation through an ontological approach to learning in the discipline. Visits will be recorded and web seminars will be incorporated into the programme.

Self-directed study: Encourages the development in students of independent working, autonomy and self-awareness. The ability to project manage, time manage and identify own learning needs is supported by formal and informal learning opportunities throughout the course. Self-directed study is important to successfully managing and achieving the course learning outcomes. This is, of course, essential for distance learning elements of this programme.

Tutorials: Both individual and in small groups help to focus students on evaluating their own work and in identifying directions for study and research. Tutors will question and advise students, presenting alternatives and challenging decisions, in order to help students to realise their full potential and to develop critical and evaluative skills. These may be conducted face to face or remotely.

This award offers students a programme of study that accommodates their particular needs and work profiles. Many military personnel work irregular hours or in multiple/remote locations (for example, deployed security managers) and as such would not be able to attend university-based classes access the programme via Flexible and Distributed Learning (FDL). Students receive lectures and study materials by means of Blackboard Collaborate; podcasts; vodcasts and other appropriate tools and interact with their tutors on-line through the use of discussion boards, blogs and wikis. Resources and activities in the module will be made available via the 'Blackboard' learning platform. These may include references to papers; case study analysis, debates and/or discussions on relevant themes and contemporary issues in relation to the study and development of OR as an academic subject with practical applications. The Department is committed to the development and delivery of high standard and intuitive FDL. The programme will use the fullest possible and available range of complementary technologies to support appropriately designed pedagogy in the delivery of education to students.

An appetite for collaborative learning and team working will crucially underpin the elements and academic work where much of the student-tutor interaction will take place online. Delivery of online material will be carefully phased and managed, and well supported with interactive content, videos, lecture material, and practical exercises. Visual modes of communication including Skype and Collaborate may also be used where deemed appropriate for the module. Vitally, self study, 'peer to peer' learning and the Virtual Learning environment are all important components in this form of learning; however this will be supported and directed by the tutor. Self study can involve both reading widely and with focus, taking learning from other forms of media such as film, TV, the Internet and importantly from other industry practitioners and students. This programme will follow the guidance

within the *QAA UK Quality Code for Higher Education* available at <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code>

For each Module, the programme is designed as follows:

One month before Module start date; release of pre-course study materials. This will include access to the University online learning platform (Blackboard) which will support interactive learning documents, pre-attendance tasks linked to various web-based resources, and semi-directed study of required reading. The aim will be to ensure that students are prepared for activities well in advance of the Module start date.

Workshop One (1 day) will introduce and discuss the range of theories and concepts involved in the subject area. The workshops will be designed to allow students to fully participate in working groups to discuss and analyse in a participative and pragmatic way the necessary actions and requirements for OR.

Distance Learning. This component will incorporate directed study based upon our web-based platform with on-line tutor interaction with students. Students will be involved in formulating responses to scenario based activities and will be required to discuss online and in groups their analysis and response reasoning processes.

Workshop Two (1 day) will allow students to discuss and develop further responses to formative assignments; introduce and build upon theories and ideas that are the results of their studies and research.

Distance Learning This component will incorporate further directed study based upon outcomes from the workshops and feedback requirements. Students will be involved in discussions and collaborative activities to support their study along with directed and undirected research.

Assignments Students will be required to validate learning by submission of assessments.

Personal Development Planning

During the study within the course students are expected to take ownership of their learning, actively guiding it through their selection of modules and complementary studies towards their own educational, academic and career development. While the University records and maintains a document of each student's academic performance, Personal Development Planning (PDP) is the process of the students' recording of their own reflection on their learning.

Reflection allows students to monitor their own performance and to take a conscious approach to what they need to learn, when they need to learn, and what is the best method for themselves to assist their own learning. PDP allows students to realise their development needs by increasing their self-awareness, reflecting on their personal development and their functioning among colleagues, responding to feedback and being self-critical, and by increasing their confidence and skill of self-promotion.

During the course students will be expected to keep a continuously updated record of their performance as is recorded by the University centrally and by module leaders on returned work. In addition, students are expected to maintain in parallel their own personal development records listing reflective reviews of learning achieved per module taken, aims and objectives that are to be met by, or with the help of, the course and reviews of progress made towards the set aims. In addition to providing a reminder to students of their long-term aims and helping to motivate them during their study, the PDP records will also help to produce personal statements (such as CVs) for future employers.

Education Centres will take a supporting role in assisting students in their PDP; and University tutors will be engaged with them on providing and arranging this support for all modules.

Assessment Methods

Assessment Strategies

All assessment is undertaken through application of the criteria and weightings outlined on the Module Descriptors. Module Assignment Briefs will be published on the University VLE prior to the commencement of the module.

The overall assessment strategy matrix has been designed to achieve the required balance of the subject's underpinning knowledge and skills along with a measured degree of appropriateness with regard to level, quality, quantity and chronological distribution, ensuring sufficient time to undertake the assignments and to reflect on the feedback received. A range of appropriate assessment methods is offered across the whole course, which provides the students extensive opportunity to demonstrate their full range of capabilities. The programme team is proactive in the debate about assessment, and other aspects of study relevancy, including the opportunity for student engagement through the Programme Committee meetings. In this Programme, there will be options for two types of Programme Committee:

- During Workshop Two for each Module; a Programme Committee will be held at the teaching location
- A further virtual Programme Committee may be required for those who are unable to attend and based upon current and planned practice with the Bucks Students Union (SU).

Student representatives will be sought from each Cohort and at appropriate levels. The selection of the student representative will not be predicated on RAF rank or seniority.

Most assessments are summative to encourage a disciplined approach to project deadlines. There are some strategically placed formative assessment points. In a formative approach, feedback given will support a collaborative environment between individuals, groups and tutors, providing opportunity for dialogue and reflection on their practices, and allowing responsibility for acknowledging areas of strength and areas requiring further improvements. In a summative approach taken at the completion of each assignment checkpoint, evidence will be sought to recognise that the learning outcomes of the assignment have been achieved at the appropriate level. Feedback will be provided against each of the assessment criteria, so that the students can understand the associated links to the learning outcomes for each module.

Where summative assessments take the form of examination or Time Constrained Assessments, there will be optional methods of conducting the assessment based upon the availability of students. The primary option will be to conduct examinations at RAF stations; to which students will travel as "examination centres". These examinations will be required to be invigilated by RAF Education Centre personnel. The secondary option will be to run examinations using Blackboard; where timed "examination windows" will be set up for students to complete and submit their work electronically. This option will only be used for open book examinations. A further option will be for students to undertake examinations at deployed operating bases; although this will be a last resort due to operational exigencies taking priority.

Feedback is written and usually supported by verbal briefings and discussion. Students are given an opportunity to reflect on feedback. Self-assessment becomes an important part of the students' development during the course, and is implicit throughout the tutorial and critique system. The opportunity for disagreement and reasoned justification of student work is present throughout the assessment method.

SECTION C: PROGRAMME STRUCTURE(S) AND MATRIX MAPPING

Table 2: Programme Structure Table, Route A

Course Title	BA (Hons) Organisational Capability Development								
Course Code	BU1OCD9								
Mode of Study	Flexible and Distributed Learning								
Route	A								
Credit Value	UK	360	ECTS	180					
Aviation Students									
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award (<i>[Close / Optional]</i>)	Credit Value	Assessment Regime			Semester Taught
						Written Exam %	Coursework %	Practical %	
AI408	Structure of the Air Transport Industry	4	APL	C	15		100		SB
AI402	Air Cargo Operations	4	APL	C	15		100		SB
TM402	Professional Skills and Dev	4	APL	C	15		100		SB
AI403	Air Transport - Security and Safety	4	APL	C	15		100		SB
AI404	Airline and Airport Marketing	4	APL	C	15			100	SB
AI405	Airport Operations	4	APL	C	15		100		SB
AI406	Introduction to Finance and Economics	4	APL	C	15	100			SB
AI407	Developments of the Air Transport Sector	4	APL	C	15	100			SB
AI552	Airport Management	5	1	C	15		100		SB
AI553	Airline Management	5	1	C	15		100		SB
BM527	Operations Management	5	1	C	30		100		SB
MG523	Managing Staff Performance	5	1	C	30		100		SB
SE509	Organisational Resilience	5	1	C	30		100		SB
AI661	Research Project	6	2	C	30		100		SB
BM626	Strategic Management	6	2	C	30		100		SB
AI664	Aviation in the Global Context	6	2	C	30		100		SB

MG623	Strategic HRM	6	2	C	30		100		SB
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Table 3: Programme Structure Table, Route B

Course Title	BA (Hons) Organisational Capability Development								
Course Code	BU1OCD9								
Mode of Study	Flexible and Distributed Learning								
Route	B								
Credit Value	UK	360		ECTS		180			
Resilience Students									
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award (<i>[Core / Optional]</i>)	Credit Value	Assessment Regime			Semester Taught
						Written Exam %	Coursework %	Practical %	
SE406	Threat and Risk	4	APL	C	30		100		SB
SE415	Security Risk Management	4	APL	C	30		100		SB
SE416	Information (with Cyber) Security	4	APL	C	30		100		SB
SE417	Management of Self, Teams and Projects	4	APL	C	30		100		SB
BM527	Operations Management	5	1	C	30		100		SB
MG523	Managing Staff Performance	5	1	C	30		100		SB
SE509	Organisational Resilience	5	1	C	30		100		SB
SE505	Corporate Security Management	5	1	C	30		100		SB
AI661	Research Project	6	2	C	30		100		SB
BM626	Strategic Management	6	2	C	30		100		SB
MG623	Strategic HRM	6	2	C	30		100		SB
SE603	Strategic Security Management	6	2	C	30		100		SB

Table 4: Mapping of Programme Outcomes to Modules

Programme Outcome	Level 4 (Code)	Level 5 (Code)	Level 6 (Code)	Level 7 (Code)	Level 8 (Code)
A. Knowledge and Understanding					
A1	AI408; AI402; TM402; AI403; AI404; AI405; AI406; SE406; SE415; SE416; SE417	AI552; AI553; BM527; MG523; SE509; SE505	BM626; AI664: AI661; MG623: SE603		
A2	AI408; AI402; TM402; AI403; AI404; AI405; AI406; SE406; SE415; SE416; SE417	AI552; AI553; BM527; MG523; SE509; SE505	BM626; AI664: AI661; MG623: SE603		
A3	AI408; AI402; TM402; AI403; AI404; AI405; AI406; SE406; SE415; SE416; SE417	AI552; AI553; BM527; MG523; SE509; SE505	BM626; AI664: AI661; MG623: SE603		
A4	AI408; AI402; TM402; AI403; AI404; AI405; AI406; SE406; SE415; SE416; SE417	AI552; AI553; BM527; MG523; SE509; SE505	BM626; AI664: AI661; MG623: SE603		
A5	AI408; AI402; TM402; AI403; AI404; AI405; AI406; SE406; SE415; SE416; SE417	AI552; AI553; BM527; MG523; SE509; SE505	BM626; AI664: AI661; MG623: SE603		
B. Intellectual/Cognitive Skills					
B1	AI408; AI402; TM402; AI403; AI404; AI405; AI406; SE406; SE415; SE416; SE417	AI552; AI553; BM527; MG523; SE509; SE505	BM626; AI664: AI661; MG623: SE603		
B2	AI408; AI402; TM402; AI403; AI404; AI405; AI406; SE406; SE415; SE416; SE417	AI552; AI553; BM527; MG523; SE509; SE505	BM626; AI664: AI661; MG623: SE603		

Programme Outcome	Level 4 (Code)	Level 5 (Code)	Level 6 (Code)	Level 7 (Code)	Level 8 (Code)
B3	AI408; AI402; TM402; AI403; AI404; AI405; AI406; SE406; SE415; SE416; SE417	AI552; AI553; BM527; MG523; SE509; SE505	AI661; BM626; AI664: AI661; MG623: SE603		
B4	AI408; AI402; TM402; AI403; AI404; AI405; AI406; SE406; SE415; SE416; SE417	AI552; AI553; BM527; MG523; SE509; SE505	AI661; BM626; AI664: AI661; MG623: SE603		
C1	AI408; AI402; TM402; AI403; AI404; AI405; AI406; SE406; SE415; SE416; SE417	AI552; AI553; BM527; MG523; SE509; SE505	AI661; BM626; AI664: AI661; MG623: SE603		
C2	AI408; AI402; TM402; AI403; AI404; AI405; AI406; SE406; SE415; SE416; SE417	AI552; AI553; BM527; MG523; SE509; SE505	AI661; BM626; AI664: AI661; MG623: SE603		
C3	AI408; AI402; TM402; AI403; AI404; AI405; AI406; SE406; SE415; SE416; SE417	AI552; AI553; BM527; MG523; SE509; SE505	AI661; BM626; AI664: AI661; MG623: SE603		
C4	AI408; AI402; TM402; AI403; AI404; AI405; AI406; SE406; SE415; SE416; SE417	AI552; AI553; BM527; MG523; SE509; SE505	AI661; BM626; AI664: AI661; MG623: SE603		
C5	AI408; AI402; TM402; AI403; AI404; AI405; AI406; SE406; SE415; SE416; SE417	AI552; AI553; BM527; MG523; SE509; SE505	AI661; BM626; AI664: AI661; MG623: SE603		

Programme Outcome	Level 4 (Code)	Level 5 (Code)	Level 6 (Code)	Level 7 (Code)	Level 8 (Code)
D. Key / Transferable Skills					
D1	AI408; AI402; TM402; AI403; AI404; AI405; AI406; SE406; SE415; SE416; SE417	AI552; AI553; BM527; MG523; SE509; SE505	AI661; BM626; AI664; AI661; MG623; SE603		
D2	AI408; AI402; TM402; AI403; AI404; AI405; AI406; SE406; SE415; SE416; SE417	AI552; AI553; BM527; MG523; SE509; SE505	AI661; BM626; AI664; AI661; MG623; SE603		
D3	AI408; AI402; TM402; AI403; AI404; AI405; AI406; SE406; SE415; SE416; SE417	AI552; AI553; BM527; MG523; SE509; SE505	AI661; BM626; AI664; AI661; MG623; SE603		
D4	AI408; AI402; TM402; AI403; AI404; AI405; AI406; SE406; SE415; SE416; SE417	AI552; AI553; BM527; MG523; SE509; SE505	AI661; BM626; AI664; AI661; MG623; SE603		
D5	AI408; AI402; TM402; AI403; AI404; AI405; AI406; SE406; SE415; SE416; SE417	AI552; AI553; BM527; MG523; SE509; SE505	AI661; BM626; AI664; AI661; MG623; SE603		

SECTION D: CONTACT HOURS

Note: Hours are worked on the basis of full-time study. 1 Academic Credit is equated to 10 notional learning hours. A full-time undergraduate student will normally study 120 credits in an academic year which is therefore equated to 1200 notional hours. A full time postgraduate student will normally study 180 credits in an academic year which equates to 1800 hours. Module Descriptors provide detailed breakdowns of the categories given below.

Table 5: Breakdown of Contact Hours

Year of course	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total
Year One	128	1072	0	1200
Year Two	128	1072	0	1200

Total	256	2400	0	2400
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SECTION E: ASSESSMENT REGULATIONS

This programme conforms to the approved University procedures as detailed on the University website:

This programme will be covered by the following University regulations: *University Academic Framework and Assessment Regulations*

Degree classification will be calculated at Level 6 only.

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APPENDIX: OTHER AWARDS AVAILABLE

The following Exit Awards are available on this programme,

- Diploma of Higher Education (DipHE)
- Bachelor of Arts (Ordinary Degree)

Exit Award Programme Learning Outcomes

Diploma of Higher Education

On successful completion of a **Diploma of Higher Education (DipHE)**, a graduate will be able to:

- Apply appropriate tools and modelling techniques to the effective planning, management and delivery of airline and airport operations.
- Analyse qualitative and quantitative data from a range of sources in order to solve business problems and to manage projects associated with the delivery of services and the implementation of different initiatives.
- Utilise an extensive knowledge of legal and other frameworks in the management of staff performance.
- Apply their understanding of the concepts of threats, risks and malevolent activities in order to safeguard and ensure organisational resilience.

A **Diploma of Higher Education (DipHE)** will be awarded to a student who has completed the programme learning outcomes specified above. This is measured by achievement of a combined total

of 240 Credits comprising 120 credits at Level 4 (APEL) **and** 120 Credits at Level 5. The following modules at Level 5 will count towards achievement of this award:

- BM527 Operations Management (30 credits)
- MG523 Managing Staff Performance (30 credits)
- SE509 Organisational Resilience (30 credits)

Optional Modules

Aviation

- AI552 Airport Management (15 credits)
- AI553 Airline Management (15 credits)

Resilience

- SE505 Corporate Security Management (30 credits)

Ordinary Degree

On successful completion of a **Bachelor of Arts (Ordinary Degree)**, a graduate will be able to:

- Develop advanced analytical and critical skills applicable to the problem solving and decision making required in management and defined organisational roles.
- Develop an in-depth understanding of current management and operational issues in the aviation sector and in the wider business/organisational environment and operating context.
- Effectively implement organisational communication plans and processes to support and achieve effective organisational capability.
- Apply and integrate their knowledge, skills and experiences in the completion of complex tasks and projects.

An **Ordinary degree** will be awarded to a student who has completed the programme learning outcomes specified above. This is measured by achievement of a combined total of 300 Credits comprising 120 credits at Level 4 (APEL), 120 Credits at Level 5, **and 60 Credits at Level 6**. In addition to all the modules and Credits acknowledged at Levels 4 and 5, the following modules at Level 6 will count towards achievement of this award:

- BM626 Strategic Management (30 credits)
- MG623 Strategic HRM (30 credits)

Optional Modules

Aviation

- AI664 Aviation in the Global Context (30 credits)

Resilience

- SE603 Strategic Security Management (30 credits)