Programme specification

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

1. Overview/ factual information

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| **Programme/award title(s)** | Foundation Degree (FD) in Transport and Supply Chain Management |
| **Teaching Institution** | South West College |
| **Awarding Institution** | The Open University (OU) |
| **Date of first OU validation** | September 2020 |
| **Date of latest OU (re)validation** | N/A |
| **Next revalidation** | March 2025 |
| **Credit points for the award** | 240 |
| **UCAS Code** | N/A |
| **JACS Code** |  |
| **Programme start date and cycle of starts if appropriate.** | September 2020 |
| **Underpinning QAA subject benchmark(s)** | Engineering benchmark statement, 2019 QAA Foundation Degree Characteristic Statement, 2015 |
| **Other external and internal reference points used to inform programme outcomes.**  **For apprenticeships, the standard or framework against which it will be delivered.** | * Draft Programme for Government; * Government Industrial Strategy – Economy 2030; * South West Colleges’ Development Plan; * QAA UK Quality Code for Higher Education, Part A; * Feedback from industry (Industrial Advisory Board) and student focus groups; * Chartered Institute Of Logistics & Transport |
| **Professional/statutory recognition** | Propose to request CILT accreditation. |
| **For apprenticeships fully or partially integrated Assessment.** | N/A |
| **Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship** | PT, FT – Face to Face (an element of blended learning support will be available) |
| **Duration of the programme for each mode of study** | FT – 2 Years (2 Semesters per year) PT – 2 Years (3 Semesters per year) |
| **Dual accreditation (if applicable)** | N/A |
| **Date of production/revision of this specification** | February 2020 |
| **Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.**  **More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students’ handbook.**  **The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.** | |

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| **2.1 Educational aims and objectives** |
| The aim of the course is to equip students and graduates to be able to satisfy the needs of the transport and supply chain industries, in the planning, design and operations of transport systems. This will be achieved by providing a coherent course of study incorporating a comprehensive knowledge of the activities associated with transport operations, management and the supply chain. The programme of study is wide-ranging in its approach, incorporating road, rail, air and sea transport, and including the interfaces between the various modes.  Strong links with industry is a guarantee of the relevance of the programme and provide access to resources that contribute to the fulfilment of the aims of the course.  The course is to provide a broadly based education in this industry that prepares graduates either to follow a productive career as higher technicians in Transportation and Supply Chain Management industries or to proceed to a higher academic qualification. A Work-based Learning component is paramount and integral to the programme to enhance the student’s employability and effectiveness in the workplace.  The FD in Transport and Supply Chain Management seeks to:   * Equip students with a sound knowledge and understanding of the theory and principles underlying Transport and Supply Chain Management processes and practices within the industry. * Enable students to use, compare, analyse and evaluate a range of formal and informal techniques, theories and methods applied to transport of goods and the supply chain problems. * Develop students’ abilities in the evaluation, selection, application and integration of a range of data and design techniques. * Develop students’ ability to carry out a programme of supervised work within a team environment. * Instil in students an understanding of good practice within the professional and ethical framework of transportation and the need for continuing professional development. * Develop students in a range of key skills, personal qualities and attitudes essential for successful performance in working life.   The CertHE in Transport and Supply Chain Management seeks to:   * Equip students with a basic knowledge and understanding of the theory and principles underlying transportation and supply chain processes and practices within a goods transportation approach. * Enable students to use and compare a range of formal and informal techniques, theories and methods applied to the solution of transportation of goods and supply chain problems. * Develop students’ abilities in the selection and application of basic data and design techniques. * Instil in students a basic understanding of good practice within the professional and ethical framework of transportation and supply chain management, including the need for continuing professional development. * Develop students in a range of key skills, personal qualities and attitudes essential for successful performance in working life. |

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| **2.2 Relationship to other programmes and awards**  **(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)** |
| South West College consists of 4 campuses in Omagh, Dungannon, Cookstown and Enniskillen, which serves a population catchment area of 190,000. The South West College is the main provider of further and higher education in the west of the province and covers the widest geographical area.  While many companies operating in the Transport and Supply Chain Management sector are under increased pressure from international competition and the current economic climate, there is evidence of government capital investment recently in Northern Ireland. This suggests that there will be strong demand for Transportation and Supply Chain Management graduates not only in this region but also in the Republic of Ireland, which will strengthen our catchment areas. This evidence indicates there will be a need for industry to upskill existing employees to meet the government targets therefore offering the part time mode will provide opportunity to do this while continuing to work in the industry. The Foundation Degree part time pathway will be attractive to our existing level 3 apprenticeship students in various professional and technical areas as they can progress to level 4 part time study while remaining in employment.  The evidence of demand for both the Foundation Degree and BEng (Hons) Top Up is based on the current number of vocational A Level students currently due to complete in June 2020 as well as the number of Foundation Degree graduates in the last 6 years in the following related disciplines:  BTEC Subsidiary Diploma in Business;  BTEC Subsidiary Diploma in Engineering;  BTEC Diploma in Business;  BTEC Diploma in Engineering;  BTEC Extended Diploma in Business;  BTEC Extended Diploma in Engineering;  NVQ Level 3 in Business Administration  Pearson BTEC Subsidiary Diploma in Construction & the Built Environment  Pearson BTEC Diploma in Construction & the Built Environment  Pearson BTEC Extended Diploma in Construction & the Built Environment  Pearson BTEC Diploma in Civil Engineering  Access Degree (General);  In general, across all of the campuses, there is significant volume of ‘A’ Level students attending Grammar and Secondary Schools that our courses have also attracted over the last number of years. This course will be very attractive to a large number of A Level students that currently travel out of the South West Region to undertake transport related undergraduate programmes.  Upon successful completion of Level 4 modules students will have attained the exit award of Cert. HE;  Upon successful completion of Level 4 and Level 5 modules students will have attained the award of Foundation Degree (FD).  Successful completion of this programme, at FD level, will allow for articulation to a range of undergraduate courses through our local universities (Open University, Ulster University and Queens University Belfast) and universities across the UK and further afield. |

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| **2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.** |
| The 60 credits of work-related learning in the main will come from the 40 credit Work Based Learning module in Year 2. The other 20 credits will be effectively accrued from the Transport Safety and Compliance, the level 4 and 5 Road and Passenger Transport Operations module through the work-related topics, industry relevant software and equipment. |

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| **2.4 List of all exit awards** |
| Certificate of Higher Education (Cert.HE) upon successful completion of 120 credits at Level 4. |

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| 1. **Programme structure and learning outcomes** | | | | | |
| **Programme Structure - LEVEL 4** | | | | | |
| **Compulsory modules** | **Credit points** | **Optional modules** | **Credit points** | **Is module compensatable?** | **Semester runs in** |
| Principles of Supply Chain | 20 |  |  | Yes | 1 |
| Sustainable Transportation | 20 |  |  | Yes | 1 |
| Transport & Logistics | 20 |  |  | Yes | 1 |
| Digital Business Technology | 20 |  |  | Yes | 2 |
| Data Analytics and Statistics | 20 |  |  | Yes | 2 |
| Transport Safety and Compliance | 20 |  |  | Yes | 2 |

**Intended learning outcomes at Level 4 are listed below:**

| Learning Outcomes – LEVEL 4 | |
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| 3A. Knowledge and understanding | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **A1** Demonstrate a broad understanding of scientific and engineering principles and other concepts and theories involved in Transport and Supply Chain Management.  **A2** Identify the fundamental techniques, methods, materials, equipment, products and processes, including appropriate codes of practice and industry standards employed within Transport and Supply Chain Management.  **A3** Demonstrate an understanding of the underlying framework of relevant legal requirements governing Transportation and Supply Chain Management activities, including personnel, health, safety and risk (including environmental risk) issues.  **A4** Describe and outline an understanding ofthe industry, professions and allied industries, linkages between elements of the discipline, and between transportation and related disciplines.  **A5** Demonstrate a basic understanding of introductory commercial and economic context of the Transportation and Supply Chain Management industry.  **A6** Demonstrate an awareness of the basic requirement for modern transportation activities and the incorporation of renewable energies to promote sustainable development and the low carbon agenda**.** | **Learning and Teaching Methods**:  Subject related qualities are acquired mainly through lectures, tutorials, seminars, laboratory-based exercises, directed reading, videos, IT based resources, case studies and experiential learning. Tutorials promote reflective learning and the development of generic skills. Live projects and work related learning also provide vehicles for learning and teaching.  **Assessment Methods:**  Testing of the knowledge base is principally through coursework assignments, examinations, reports, on line tests and experimental reports. Visual commentary (including PowerPoint presentations), Presentation Drawings, Technical Data Models, Mock Ups and Prototypes of Digital Models of Design Solutions.  Assessment strategies offer students clear guidance with reference to future development. Self-reflection constitutes an important part of formative assessment. |

| 3B. Cognitive skills | |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **B1** Select technical literature and other information sources to inform design decisions within the transportation of goods and personnel.  **B2** State mathematical methods and related computer software to assist with the solution of Transportation and Supply Chain Management problems.  **B3** Relate creative and innovative ability in the formulation of solutions to simple problems and designs in a practical context.  **B4** Explore a Transportation and Supply Chain Management design problem taking into account environmental and sustainability limitations, as well as health and safety and risk assessment issues.  **B5** Identify relevant technologies in transportation & supply chain management design problems. | **Learning and Teaching Methods**:  Intellectual qualities are developed mainly through lectures, seminars, tutorials, coursework, assignments, experimental work and projects.  **Assessment Methods:**  Assessment focuses on the coursework submissions, class tests, end of semester examinations, essays and project reports. Some of these skills are also assessed in formal presentations.  Assessment strategies offer students clear guidance with reference to future development. Self-reflection and peer evaluation constitutes an important part of formative assessment. |

| 3C. Practical and professional skills | |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **C1** Undertake individual and group project work during lab curriculum activities and practical solution design.  **C2** Use a basic range of general and specific transportation and supply chain management software.  **C3** Apply a limited range of practical transportation and logistical skills to simple industrial problems.  **C4** Demonstrate awareness of environmental, legal and commercial constraints within the Transport and Supply Chain Management industries. | **Learning and Teaching Methods**:  The learning and teaching methods place emphasis on lectures, experimental work and team projects. Project briefs simulating real practice also contribute to teaching and learning.  **Assessment Methods:**  Testing of the knowledge base is principally through coursework assignments, reports and essays. Other documentation may include: Visual commentary (including PowerPoint presentations), Presentation Drawings, Technical Data Models, Mock Ups and Prototypes of Digital Models of Design Solutions.  Assessment strategies offer students clear guidance with reference to future development. Self-reflection and peer evaluation constitutes an important part of formative assessment. |

| 3D. Key/transferable skills | |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **D1** Communicate orally, in writing and by other basic media to select audiences.  **D2** Use fundamental Information Technology tools and skills.  **D3** Apply basic numeracy in understanding, analysing and presentation.  **D4** work with others, under supervision or with limited independence.  **D5** Formulate fundamental personal learning and development, time management, personal organisation and continuing professional and educational development.  **D6** Recommend solutions to practical difficulties in limited routine situations. | **Learning and Teaching Methods**:  Transferable and key skills are delivered throughout the course, i.e. lectures, coursework assignments, studio work. The teaching and learning of ICT skills will be within the course structure. Workshops include demonstrations such as ICT skills, PowerPoint presentations and Library Research skills. Effective learning environments are engendered in studios, workshops, and digital/computing based modules, with staff and students sharing experiences as partners in the process of learning. Other learning and teaching methodologies include team-teaching, demonstration and peer learning.  **Assessment Methods:**  Testing of the knowledge base is principally through coursework assignments, reports, on line assessment, experimental reports and class tests. Assessment of teamwork is through submission of teamwork tasks, student/peer and self-assessment, and oral presentations. Other documentation may include Presentation Drawings, Technical Data Models, Mock Ups and Prototypes of Digital Models of Design Solutions.  Assessment strategies offer students clear guidance with reference to future development. Self-reflection and peer evaluation constitutes an important part of formative assessment. |

**Exit Award - Certificate in Higher Education in Transport and Supply Chain Management. (Cert.HE)**

| **Programme Structure - LEVEL 5** | | | | | |
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| **Compulsory modules** | **Credit points** | **Optional modules** | **Credit points** | **Is module compensatable?** | **Semester runs in** |
| Freight Operations | 20 |  |  | Yes | 1 |
| Passenger Transport Operations & Mgt | 20 |  |  | Yes | 1 |
| Rail, Air and Sea Transport | 20 |  |  | Yes | 1 |
| Road Transport Operations & Mgt | 20 |  |  | Yes | 2 |
| Work Based Learning | 40 |  |  | No | 2 |

**Intended learning outcomes at Level 5 are listed below:**

| Learning Outcomes – LEVEL 5 | |
| --- | --- |
| 3A. Knowledge and understanding | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **A1** Apply key scientific, mathematical and engineering principles and other essential concepts and theories involved in Transport and Supply Chain Management.  **A2** Identify and compare a range of techniques, methods, materials, equipment, products and processes, including appropriate codes of practice and industry standards employed in transportation of goods.  **A3** Apply a critical understanding of the framework of relevant legal requirements governing transportation and supply chain activities, including personnel, health, safety and risk (including environmental risk) issues.  **A4** Apply an understanding of the industry, professions and allied industries, linkages between elements of the discipline, and between transportation and related disciplines.  **A5** Explain the commercial and economic context of transportation and the management techniques used to achieve supply chain objectives within that context.  **A6** Demonstrate an awareness of the requirement for modern transportation activities and the incorporation of energy efficiencies to promote sustainability and the low carbon agenda. | **Learning and Teaching Methods**:  Subject related qualities are acquired mainly through lectures, tutorials, seminars, laboratory-based exercises, directed reading, videos, IT based resources, case studies and experiential learning. Group critiques and individual tutorials promote reflective learning and the development of generic skills. Live projects, competitions and work related learning also provide vehicles for learning and teaching.  **Assessment Methods:**  Testing of the knowledge base is principally through coursework assignments, examinations, reports, on line tests and experimental reports. Other documentation may include Research and Development File, Log Book/Diary, Visual commentary (including PowerPoint presentations), Presentation Drawings, Technical Data Models, Mock Ups and Prototypes of Digital Models of Design Solutions.  Assessment strategies offer students clear guidance with reference to future development. Self-reflection and peer evaluation constitutes an important part of formative assessment. |

| 3B. Cognitive skills | |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **B1** Use technical literature and other information sources to inform design decisions within the transportation and supply chain industry.  **B2** Use mathematical methods and related computer software in the analysis and solution of transportation and supply chain logistical problems.  **B3** Demonstrate creative and innovative ability in the formulation of solutions to practical problems and designs.  **B4** Investigate a transportation and supply chain problem and identify constraints including environmental, financial and sustainability limitations, as well as health & safety and risk assessment issues.  **B5** Apply a systems approach to transportation design problems through know-how of the application of the relevant technologies within relevant industry applications. | **Learning and Teaching Methods**:  Intellectual qualities are developed mainly through lectures, seminars, tutorials, coursework, assignments, experimental work and projects.  **Assessment Methods:**  Assessment focuses on the coursework submissions, examinations, essays and project reports. Some of these skills are also assessed in formal presentations. Research and Development File, Log Book/Diary, Visual commentary including PowerPoint presentation.  Assessment strategies offer students clear guidance with reference to future development. Self-reflection and peer evaluation constitutes an important part of formative assessment. |

| 3C. Practical and professional skills | |
| --- | --- |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **C1** Undertake individual and group project work during laboratory experiments, practical activities and industry-based supervised work experience.  **C2** Use a range of general, transportation and supply chain management specific software.  **C3** Apply practical technical skills to transportation industry requirements.  **C4** Take account of environmental, legal and commercial constraints within the Transport and Supply Chain Management sectors.  **C5** Manage the design process and evaluate outcomes by applying appropriate economic and infrastructural project management techniques to specific problems. | **Learning and Teaching Methods**:  The learning and teaching methods place emphasis on lectures, experimental work, team projects and ideas generation and solution development. Project briefs simulating real practice also contribute. The course team will use guest speakers to enhance delivery and to place emphasis on practical and professional skills within the industry.  **Assessment Methods:**  Testing of the knowledge base is principally through coursework assignments, reports and essays. Other documentation may include: Research and Development File, Log Book/Diary, Visual commentary (including PowerPoint presentations), Presentation Drawings, Technical Data Models, Mock Ups and Prototypes of Digital Models of Design Solutions.  Assessment strategies offer students clear guidance with reference to future development. Self-reflection and peer evaluation constitutes an important part of formative assessment. |

| 3D. Key/transferable skills | |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **D1** Communicate effectively orally, in writing and by other media to differing audiences.  **D2** Demonstrate effective use of general Information Technology facilities and information retrieval skills  **D3** Apply numeracy skills in understanding, analysing and presentation.  **D4** work effectively with others, under supervision or independently.  **D5** Employ personal development skills. Manage personal learning and development, time management, personal organisation and continuing professional and educational development.  **D6** Apply problem solving skills and devise solutions to practical difficulties in routine and unexpected situations. | **Learning and Teaching Methods**:  Transferable and key skills are delivered through lectures and workshops to include demonstrations such as ICT skills, PowerPoint presentations and Library Research skills. Effective learning environments are engendered in studios, workshops, and computing based modules, with staff and students sharing experiences as partners in the process of learning. Other learning and teaching methodologies include team-teaching, demonstration and peer learning.  **Assessment Methods:**  Testing of the knowledge base is principally through coursework assignments, reports, on line assessment, experimental reports and class tests. Assessment of teamwork is through submission of teamwork tasks, student/peer and self-assessment, and oral presentations. Other documentation may include Presentation materials, Models, Mock Ups and Prototypes of Design Solutions and Digital Models of Design Solutions.  Assessment strategies offer students clear guidance with reference to future development. Self-reflection and peer evaluation constitutes an important part of formative assessment. |

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| **4. Distinctive features of the programme structure**   * **Where applicable, this section provides details on distinctive features such as:** * where in the structure above a professional/placement year fits in and how it may affect progression * any restrictions regarding the availability of elective modules * where in the programme structure students must make a choice of pathway/route * **Additional considerations for apprenticeships:** * how the delivery of the academic award fits in with the wider apprenticeship * the integration of the ‘on the job’ and ‘off the job’ training * how the academic award fits within the assessment of the apprenticeship |
| * This programme of study will offer clear routes that facilitate opportunities for successful progression from Level 3 qualifications including BTEC, A Level, NVQ, and Level 4 qualifications, Certificate in Higher Education and HNC to this Foundation Degree in Transportation and Supply Chain Management and subsequently onto BEng (Hons) Top-Up in Transportation and Supply Chain Management.South West College will be one of the first regional colleges in the Northern Ireland to provide this type of opportunity with multiple entry points, including the prospect of going forward and availing of a one-year full time BEng (Hons) top-up. * A programme with multiple entry and exit points. * The FD in Transportation and Supply Chain Management is subject to high levels of employer engagement, via the Industrial Advisory Board, in areas such as curriculum governance and module design. Employer engagement will be encouraged throughout the programme in curriculum development, evaluation and self-sourced placements on an ongoing basis. The students will be exposed to a number of site visits, guest speakers and industry seminars each year due to the course having strong industry links. * Innovative technology such as Virtual/Augmented Reality and relevant hardware/software will be used through college Innovation Centres to enhance student learning. * Access to a range of Innovation Centres (Innotech and CREST) and dedicated staff to aid project based learning and research. Students having access to high quality resources allows them to relate closely to industry based problems and provides opportunity for them to offer solutions where appropriate. It is clear from retention statistics that the availability of good resources improves the students learning experience and adds value to those learners that prefer practical based problems. * Learners will engage in Personal and Professional Development (PPD) throughout the programme and Work Based Learning (WBL) in semester 2 of year 2. The work based learning module will provide the student with opportunities to apply the knowledge and skills acquired from level 4 content, and to benefit from being exposed to the transportation industry in practice and from meeting and working with other professions. As well as giving opportunities for the application of knowledge, Work Based Learning helps to develop character and realistic attitudes, and to improve students' skills in communication and decision-making and team work. It plays a major part in producing an understanding of the whole process of design, management and operation, and has proved to be a vital factor in preparing students for the world of work. Details of the Work Based Learning are given within the module descriptor. Successful completion of the Work Based Learning is a necessary requirement, in addition to success in the academic components, for the award of the Foundation Degree. * Study skills support is important for all students and is outlined in the SWC HE Handbook which all HE students in South West College receive a copy. Study skills are embedded into modules of study at level 4 and 5 enabling students to gain skills in report writing, referencing, effective group-working, independent learning, taking notes and examination revision covered in modules within the programme. Further study skills are included in the induction programme and Student Services staff deliver training sessions to students when requested on Study Skills and Revision Skills. A Higher Education academic support officer is allocated on each campus and is available to provide support on a range of study skills such as Academic Writing, Harvard Referencing, Plagiarism, Presentation Skills, Research Techniques, Exam Revision tips and Proof-reading.  Academic Support officers can meet students in small groups or on a one to one basis via referrals from HE students, HE Course Tutors or Student Services.  Course Directors also offer advice and guidance on study skills during tutorial sessions particularly prior to assessment submissions and during the pre-exam period. * Access to a strong teaching team in terms of variety of industry experience, academic and professional qualifications supporting high quality teaching and learning. The delivery of the programme has been designed to build upon the good practice of the existing Foundation Degree Higher Education programmes offered in the SWC. Continuing professional development of staff responsible for learning and teaching is paramount to the ongoing progression of students and the College is committed to ongoing staff training through staff contracts, the lecturers into industry initiative, training needs and staff development seminars. A number of staff on the course team have completed ‘lecturers into Industry’ staff development which has been an excellent opportunity for staff to up skill in relevant subject areas to ensure their knowledge and skills are up to date with industry standards. * Industry experts lecturing part time adds focus to current industry demands and offers opportunity for guest speakers, site visits and specialised seminars. The extensive use of resources, differentiated teaching and learning strategies to suit a diverse range of learners and technology allows the students to receive an engaging and life changing learning experience. * Transport and Supply Chain Management are disciplines in which practical skills and the associated theoretical underpinning must both contribute to the successful education of graduates. Emphasis will be given to involving the student in work-related activities and this is where the participation of industrial partners will provide a real world context, capable of stimulating the student’s learning process and help to foster an entrepreneurial spirit in the student. The added value of such an approach is to ensure relevance to the requirements of the Industry and to integrate the universal approach now taken within the industry. Side by side with the academic development of students, the programme seeks to develop the student’s key skills profile. The importance of such personal, transferable skills in graduates is widely recognised. |

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| **5. Support for students and their learning.**  ***(For apprenticeships this should include details of how student learning is supported in the work place)*** |
| **Learners and their learning are supported in a number of ways:**  **Induction sessions** provide timely advice on the key aspects of the course and services provided by the college. These are for learners in their first year and are delivered by members of staff from the course teams and the college learner support staff. It welcomes learners to the college, gives detailed information on college structure, staff contact information, teaching and learning resources, health and safety and learner support services and details on the college environment. It also provides advice concerning assessment and how to approach study in higher education.  **A course handbook** provides all the necessary information about the course. It includes information on the teaching staff, outline information on modules studied and the course calendar. It contains the course specification and the current course regulations.  **Module handbooks** describe the content of each module delivered in a particular year. These provide learners with the module teaching and assessment schedules and a list of the recommended texts.  **Learning resources** at SWC are available to support the learner. The VLE is used to enable learners to access resources from lectures plus additional reading, resources and activities in their own private study time. They are directed to on-line resources for research as well as e-books through SWC LRC catalogue. Turnitin plagiarism software is utilised so that they can improve their referencing skills. There are also opportunities for blogs, forums, collaborative and peer learning and support through the VLE which are used to ensure both equality of learning experiences and opportunities for further challenge and research supplementary to the main delivery in the classroom. Regular discussions and support sessions through software (Skype, Collaborate) are provided by teaching staff for part-time learners.  **A Course Director** for each course year provides a single first point of reference for both new and continuing learners. They will offer pastoral care to each student. This person is an experienced member of the teaching team with the responsibility of assisting learners in their personal and career development. The Course Director will be responsible for direct contact with the students and providing a one-hour tutorial to each group weekly.  **Course Tutorials (weekly)** with the Course Director are used to guide students in matters affecting progress, curriculum content, assessment, personal and academic development planning and study and examination skills. Students can use (Higher Academic Achievement Record) HEAR to monitor and record this information. Should additional support and guidance be required at any time, the Course Director will direct the student to services such as Careers, Student Support (including Counselling) etc.  Progress and attendance is also recorded on the HEAR tutorial system by the course team. This allows the student to be aware of progress and how to act on comments and progress.  **A counselling service** is available to learners who are experiencing problems with aspects of their lives other than academic issues. However, if these problems are affecting their studies or academic progress the course tutor/studies advisor and appropriate members of the course team co-operate to provide recommended help and advice to the learner concerned. This service is provided by an external independent counsellor and the Learner Support Officer at South West College.  Strong linkage with learner services in relation to health and welfare, finance, guidance and counselling, careers and special needs.  **A careers service** is also available for learners to help them in determining their future career and supporting their applications for employment. Learners will discuss career options during meetings with their class tutor/studies advisor. The student/staff consultative committee gives learners the opportunity to raise and discuss general course concerns.  Learners have access to the college library facilities, staff and to IT support staff. Learners are provided with e-mail accounts and have full access to the Internet.  Learners will also have access to lecturer support through e-mail and the College VLE and google classroom.  **Feedback** is an essential part of a student’s learning experience and will be made available to students in each module within Open University timescales. All feedback will be structured so as to provide a beneficial and positive impact on their learning. Students will be given the opportunity to discuss the oral/written feedback with the tutor on an individual basis for each module. Further discussion can be made available to students during tutorial sessions.  **Research/Study Skills** – students will be required to undertake an initial induction module that will outline research methods and study skills. Students will also develop research skills and study skills through the undertaking of a number of modules. A Higher Education academic support officer is allocated on each campus and is available to provide support on a range of study skills such as Academic Writing, Harvard Referencing, Plagiarism, Presentation Skills, Research Techniques, Exam Revision tips and Proof-reading.  Academic Support officers can meet students in small groups or on a one to one basis via referrals from HE students, HE Course Tutors or Student Services.  Course Directors also offer advice and guidance on study skills during tutorials sessions particularly prior to assessment submissions and during the pre-exam period. |

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| **6. Criteria for admission**  ***(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)*** |
| **Entry point - Year 1**:  **Students who wish to gain admission at first year of the Foundation Degree.**  All applications will be individually considered. Successful applicants must have normally studied at level 3 or above for a minimum of two years. Applicants should possess a minimum of five GCSEs grades A, B, C that should include English and maths or other equivalent qualifications in addition to one of the following   * successful completion of an advanced diploma equating to 48 UCAS points. * successful completion of a BTEC Extended Diploma/Diploma/Sub Diploma/ Certificate in a related subject equating to 48 UCAS points. * Level 3 Cambridge (OCR) Technical certificates equating to 48 UCAS points. * Completion of A-level study equating to a minimum of 48 UCAS points; * equivalent qualifications such as Scottish Certificate of Education or International Baccalaureate, a European Baccalaureate, Irish Leaving Certificate with grade C or above in four subjects at higher level equating to 48 UCAS points. * qualifications deemed equivalent to the above; * UCAS tariff score of **48** or above is desired for entry to this program entry can also be made from national certificate/diploma, HE access, NVQ’s (students who hold relevant NVQ level 3 qualification will be considered for admission that is supported by experiential learning) or by the colleges policy relating to APEL.   **Entry point - Year 2:**  **Students who wish to gain admission at year two of the Foundation Degree**  Learners will require a Certificate in Higher Education or a Higher National Certificate (or equivalent) in a related subject, qualifications deemed equivalent or by the college’s policy relating to APEL. Students must also hold GCSE English Language and Maths at grade 4 (grade C) or above (Level 2 literacy and numeracy qualifications are also accepted).  **International Students**  An international student is defined as a student who requires a Tier 4 (student) visa in order to study in the UK. Such applicants may or may not be living overseas at the time of making their course application. International applicants should apply via the usual route for full-time undergraduates, All International students must meet the college general entry requirements and academic qualifications requirements of the course. In addition, International students must have the required level of English Language IELTS academic 6.0.  All international qualifications will be checked for academic comparability using the online UKNaric qualifications database. The Admissions team has access to UKNaric training materials and guidance on the evaluation and verification of international qualifications.  **Students may gain admission through Recognised Prior Learning.**  RPL is the process by which the college can identify, assess and certify an applicant’s past educational and vocational achievements. Applicants wishing to be considered for APL for a particular program for the purpose of admission or credit must bring this to the attention of the course director at the application and interview stage. Applicants wishing to be considered for direct entry into a level above for or five would normally only be credited a maximum of 240 credits. Gaining credit at level 6 does not qualify.  APEL is where applicants can gain admission to a program on the basis of their experiential learning. At the application stage applicants should inform the admissions staff and the relevant course director of their intention to apply for APEL. APEL can only be used for admission purposes and not to gain credit or exemptions.  All applicants will be interviewed to assess their suitability for this programme of study. |

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| **7. Language of study** |
| English |

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| **8. Information about non-OU standard assessment regulations (including PSRB requirements)** |
| Not applicable. |

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| **9. For apprenticeships in England End Point Assessment (EPA).**  ***(Summary of the approved assessment plan and how the academic award fits within this and the EPA)*** |
| Not applicable. |

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| **10. Methods for evaluating and improving the quality and standards of teaching and learning.** |
| All HE programmes at SWC are subject to the Quality Management and Enhancement processes. In line with FHEQ Benchmark Statements the following processes are in place:   * Internal verification/moderation, cross marking and external examining processes used to ensure validity and reliability of assessment process. * The Course Committee considers learner feedback from each module. * Staff/Student Consultative Committee meetings provide the means of highlighting any difficulties, relating to the course, experienced by the cohort. Class representatives chosen at the start of each academic year will represent the year group and feed back to the course team any feedback or issues that need to be resolved during the SSCM. * Annual Course Review procedures consider quantitative and qualitative feedback and formulate action plans. * Learners complete a module evaluation at the end of each module, each semester/year and at the end of the programme. * The course team reviews the NSS and annual monitoring to ensure improvement is made where applicable in the area of teaching and learning. * Staff appraisal is carried out on a two-year cycle with attention given to the development needs of the individual staff member. * The College will annually complete the OU course review & evaluation documentation if applicable. * The College has a Staff Development Programme, which facilitates specific training/development for staff. Many staff on the course team have completed ‘lectures into industry’ and have also become or working towards being fellows of the HEA. * All staff are encouraged to complete Information & Learning Technology qualifications. * Views of external examiners are considered and SWC/OU reporting mechanisms are/will be followed. * Informal views and formal written feedback is considered from Employers via the Industrial Advisory Board and subject specific focus groups. * Learner performance data and career progression is annually monitored. * Peer observation and assessment has been introduced to assessment matrix.   All team members have to attend programme specific team meetings during the year, all with pre-set agendas, and the Course Directors have to attend Higher Education Committee Meetings, which consider quality management. All new staff to the programme are supplied with a dedicated mentor and a full induction, with extra supervision over their first year in many forms such as Teaching & Learning Mentors and additional peer observations. |

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| **11. Changes made to the programme since last (re)validation** |
| Validation of new programme. |

Annexe 1: Curriculum map.

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required).

Annexe 3: Notes on completing the OU programme specification template.

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

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|  |  | **Programme outcomes** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Level** | **Study module/unit** | **A1** | **A2** | **A3** | **A4** | **A5** | **A6** |  |  | **B1** | **B2** | **B3** | **B4** | **B5** |  |  | **C1** | **C2** | **C3** | **C4** |  |  | **D1** | **D2** | **D3** | **D4** | **D5** | **D6** |
| **4** | Principles of Supply Chain |  | ✓ |  | ✓ |  | ✓ |  |  |  |  |  | ✓ |  |  |  |  |  |  | ✓ |  |  |  |  | ✓ |  |  |  |
| Sustainable Transportation |  |  | ✓ |  | ✓ | ✓ |  |  |  |  | ✓ | ✓ | ✓ |  |  | ✓ | ✓ |  | ✓ |  |  | ✓ | ✓ |  |  |  |  |
| Transport & Logistics |  | ✓ | ✓ | ✓ |  |  |  |  | ✓ | ✓ |  |  |  |  |  |  |  | ✓ |  |  |  |  | ✓ | ✓ | ✓ |  |  |
| Digital Business Technology | ✓ | ✓ |  |  | ✓ | ✓ |  |  |  | ✓ |  | ✓ | ✓ |  |  |  | ✓ |  | ✓ |  |  | ✓ | ✓ |  |  |  |  |
| Data Analytics and Statistics | ✓ |  | ✓ |  |  |  |  |  |  |  | ✓ | ✓ | ✓ |  |  | ✓ | ✓ |  | ✓ |  |  | ✓ | ✓ |  |  |  |  |
| Transport Safety and Compliance | ✓ |  | ✓ |  |  |  |  |  | ✓ |  | ✓ | ✓ |  |  |  |  | ✓ | ✓ |  |  |  |  | ✓ |  | ✓ | ✓ |  |

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|  |  | **Programme outcomes** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Level** | **Study module/unit** | **A1** | **A2** | **A3** | **A4** | **A5** | **A6** |  |  | **B1** | **B2** | **B3** | **B4** | **B5** |  |  | **C1** | **C2** | **C3** | **C4** | **C5** |  |  | **D1** | **D2** | **D3** | **D4** | **D5** | **D6** |
| **5** | Freight Operations |  |  | ✓ | ✓ | ✓ |  |  |  |  |  | ✓ | ✓ |  |  |  |  |  | ✓ |  |  |  |  |  | ✓ | ✓ |  |  |  |
| Passenger Transport Operations & Mgt |  |  | ✓ | ✓ | ✓ |  |  |  |  |  | ✓ | ✓ |  |  |  |  |  |  | ✓ | ✓ |  |  |  |  |  |  | ✓ |  |
| Rail, Air and Sea Transport | ✓ | ✓ | ✓ |  |  |  |  |  |  |  | ✓ | ✓ |  |  |  |  | ✓ | ✓ | ✓ |  |  |  |  |  | ✓ | ✓ |  |  |
| Road Transport Operations & Mgt | ✓ | ✓ | ✓ |  |  |  |  |  |  |  | ✓ | ✓ |  |  |  |  |  | ✓ | ✓ |  |  |  | ✓ |  |  |  | ✓ | ✓ |
| Work Based Learning |  | ✓ | ✓ | ✓ |  |  |  |  |  |  |  | ✓ | ✓ |  |  | ✓ | ✓ |  | ✓ | ✓ |  |  | ✓ | ✓ |  | ✓ | ✓ |  |

**Annexe 2: Notes on completing programme specification templates**

1 **–** This programme specification should be mapped against the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>

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

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

5 – Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 – For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **languages other then English** must have programme specifications both in English and the language of delivery.