PROGRAMME SPECIFICATION

The Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes.

SECTION A: DETAILS OF THE PROGRAMME AND AWARD

Programme Title	**MSc Aviation Security (PgCert. PgDip)**
Awarding Body	**Buckinghamshire New University**
Teaching Institution / Programme Location	**Buckinghamshire New University**
School	**Aviation and Security**
Name of Final Award	**Master of Science Aviation Security**
NQF/FHEQ Level of Qualification	**Level 7: Master's degree**
QAA Subject Benchmark Statement(s)	**Business and Management (2015)**
UCAS Code	**n/a**
Course Code(s)	**MB1ASE9**
Mode of Delivery	**Part Time**
Length of Study	**Two Years**
Number of Intakes	**Two: January and September**
Regime of Delivery	**Distance Learning**
Language of Study	**English**
Programme Accreditation	Enter the full name of the Professional Statutory Regulatory Body (PSRB) where formal accreditation of the programme has been awarded. Please also include the details of the accreditation, e.g. the level at which accreditation is given. If not applicable enter n/a.
Month and Year valid from	**01 November 2017**
Publication & Revision Dates	**01 September 2019, November 2020**

Programme Introduction

The requirement to provide adequate and appropriate security protection for air travellers, cargo, aircraft and company employees extends far beyond the requirement to simply screen passengers and their baggage. The breadth of operations and administrative support required to enable the successful management of air transportation against the background of severe risks makes the sector unique and the focus of much interest in developing secure systems and processes. This Master's degree programme in Aviation Security provides students with an academically rigorous and work-related programme which will allow them to plan, devise and manage security issues within the industry. Drawing on best practice and regulatory guidance from aviation business leaders, the programme will challenge and stimulate innovative thought and new approaches to aviation security management.

Distinguishing Features and Key Characteristics of the Programme

This programme has been designed to offer its students exposure to not only the specific subjects related to security, but to allow the development of deep knowledge and understanding as required by the QAA Benchmark Standards for Masters in Business Management; particularly for specialist management in that:

"Master's graduates will be able to demonstrate deep knowledge and understanding of the specialist subject area while placing that subject within a wider organisational and contextual framework. They will understand current issues and thinking along with techniques applicable to research in the subject area. Graduates will have both theoretical and applied perspectives and will be able to apply a range of specialist skills to the organisations (and their context) in which they as specialists may operate."

It is expected that students will bring with them a wide range of skills, from aviation, facilities and infrastructure management and expertise in security. By providing a forum for the exchange of ideas at post-graduate level it is intended to formally educate cohorts of graduates who will be conversant with the safe and secure management of aviation operations and who will be able to continue a constructive dialogue and contribution to future planning and development.

The distinguishing feature of this programme is that it is designed and delivered by specialist academics and practitioners from the aviation, security and resilience sectors; which offers students a unique opportunity to learn and study in an environment where currency and credibility are essential for the development of applied, high level knowledge and understanding.

The Masters is structured in three stages so that students can gain accreditation at Post Graduate Certificate level and Post Graduate Diploma level and exit at these points if they wish. The complete programme will culminate in students completing a research dissertation or project based around the issues concerning Aviation Security now and in the future.

Distinguishing Features

This programme is designed to meet the requirements of a range of disciplines which need to be combined in the aviation security context. This programme is designed to be unique in the United Kingdom where the threat against aviation security is a combination of social and opportunist crime, insider threats, human behaviour and terrorist targeting. Because of this confluence of various risk elements and the academic and sector experience, reputation and capabilities of the University and its delivering partners, this Masters provides an unprecedented opportunity for students to explore and develop theories and methodologies to mitigate them. With our strong links to and expertise in the aviation and security sectors this programme will capitalise on our existing specialisms and allow us to orientate graduates towards the current and future opportunities in the sector.

Graduates will benefit from the profile and delivery of the programme in the following ways:

- Gain a qualification at Masters Level that is relevant to their professional development.
- Build on previous qualifications and experience in order to gain professional recognition in this field.
- Develop lifelong learning skills.
- Apply academic theory and principles in the business environment.
- Minimise disruption to work patterns.
- Undertake assessments based around their own workplace activities.

Admission Requirements

Students should choose this award for its unique approach to the study of Aviation Security and its constituent elements. The MSc is designed to deliver an accessible postgraduate programme that reflects sector currency and assists in the drive towards further professionalism and research capabilities. The MSc is intended to build upon and develop 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 mastery in 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 an Aviation Security 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.

Graduate entrants to the programme will normally have an Honours degree or equivalent. Recent graduates would generally have achieved an upper second class honours degrees in any field. It is anticipated that this degree will also evoke interest from international students for whom such qualification is not available in their home country. Applicants whose first language is not English will be required to demonstrate English language skills to IELTS 6.5 or equivalent.

Applicants who are in employment may qualify for entry without holding a first degree. The University welcomes applicants with non-standard or no formal qualifications and applicants will be assessed through a recruitment process based on interview, portfolio, employment history or other evidence of achievement and ability to benefit from the course. This is a particularly important access route for those who may have significant experience and capability and are seeking validation and development of knowledge and ability that they may already possess due to their extensive sector employment history.

- Employees who are currently working in, or have the potential to work in a key role where they have responsibilities for ensuring that security protection is incorporated into aviation operations, and who may wish to gain a high level academic award in this important and emerging area.
- Individuals who have experience and skills in security management as generalists or aviation specialists.
- Mature applicants who have been out of the education system for some time and who wish to focus on developing a career in this subject.
- Graduates from other relevant HE programmes offered by the University (and others) who wish to continue their professional and academic development. (Aviation and Resilience UG programmes
- We would expect to be able to offer this programme to our graduating RAF cohorts from the BA Organisational Capability Development and to publicise throughout our security and aviation networks.

Recognition of Prior Learning

There may be some applicants who are able to use Accredited Prior Learning (APL) to apply for exemptions for some of the MSc modules, dependent on the level of the prior learning, award or certification and the ability to map them 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 and the University Academic Qualifications Framework.

Employability Statement / Career Prospects
On successful completion of this award, students from all backgrounds will find their employment prospects enhanced and their understanding of the multiple facets of aviation security and resilience significantly deepened. Managers will have gained the requisite knowledge and analytical skills to enable them to perform at higher management levels in their organisations; recent graduates or people employed outside the resilience sector are more likely to be able to obtain employment in the component industries; and current employees 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.

Professional Statutory and Regulatory Body Accreditation

None

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

Programme Aims

The main educational aims of the programme are to:

- Evaluate risks associated with potential aviation security events and determine strategies and routes for the development of coherent and integrated protective measures.

- Synthesise, apply and critically appraise a range of theories for security management, design and planning in multiple aviation-linked environments.

- Research, apply and analyse concepts and theories of aviation security, safety and emergency management planning outside their context of experience and knowledge. This will allow formulation of concepts surrounding measures required to protect and prevent security situation development across a range of business types.

- Critically evaluate and theorise on roles and responsibilities, including multi-agency collaboration, regulation and enforcement of protection requirements for aviation.

- Critically evaluate research methods identifying an appropriate methodology to address, deliver and analyse a practice-based research issue through a dissertation.

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 aviation security 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 and explicate effective aviation security planning and implementation requirements
4. Evaluate and solve complex 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 resilience

B. Intellectual/Cognitive Skills

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

1. Reflect upon and recognise the value and disadvantages of experience and bias in security analysis
2. Analyse, synthesise and solve complex business problems related to aviation security requirements
3. Recognise and address ethical and governance issues related to aviation security decisions
4. Differentiate between highly effective and less effective organisations in the context of aviation security planning and implementation
5. Evaluate the rigour and validity of published research in its application to effective aviation security

C. Practical Skills

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

1. Design and effectively implement organisational communication plans and processes to support effective aviation security
2. Initiate and create organisational management teams and processes to provide and develop aviation security
3. Devise and generate organisational change management processes, particularly in relation to continuity and crisis management requirements
4. Produce, manage and implement integrated and effective security programmes which can be applied in a variety of organisational circumstances both internal and external
5. Make effective strategic resilience management 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 organisational contexts the processes and functions required for effective management implementation of initiatives
2. Plan, design and prepare appropriate and adaptable personnel management systems for the implementation and long-term direction of resilience and wider management
3. Evaluate and balance competing components of organisational activity to offer optimal opportunities for appropriate anticipation, response and recovery
4. Formulate and develop original, insightful and effective problem-solving capabilities in order to ensure and support management processes and capabilities
5. Develop the capability to work independently and in a self-directed fashion across a range of organisational resilience and general projects

The MSc Aviation Security is matched in full to the Framework for Higher Education Qualifications (FHEQ) Master's Descriptor: higher education qualification at level 7 on the FHEQ and SCQF level 11 on the FQHEIS: master's degree including postgraduate certificates and postgraduate diplomas. The FHEQ guidelines state that at Masters Level:

"Much of the study undertaken for Masters Degrees will have been at, or informed by, the forefront of an academic or professional discipline. Students will have shown originality in the application of knowledge, and they will understand how the boundaries of knowledge are advanced through research. They will be able to deal with complex issues both systematically and creatively, and they will show originality in tackling and solving problems. They will have the qualities needed for employment in circumstances requiring sound judgment, personal responsibility and initiative in complex and unpredictable professional environments."

and

Master's degrees are awarded to students who have demonstrated:

- *a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice*

- *a comprehensive understanding of techniques applicable to their own research or advanced scholarship*

- *originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline conceptual understanding that enables the student: - to evaluate critically current research and advanced scholarship in the discipline - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.*

Typically, holders of the qualification will be able to:

- *deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level*

- *continue to advance their knowledge and understanding, and to develop new skills to a high level.*

And holders will have the qualities and transferable skills necessary for employment requiring:

- *the exercise of initiative and personal responsibility*
- *decision-making in complex and unpredictable situations*
- *the independent learning ability required for continuing professional development.* These Framework are embedded within and demonstrable throughout the programme; and are further reflected in more detail in Table 1and the Subject Benchmark Mapping against QAA Benchmarks in this Programme Specification. Module Descriptors also provide further and specific detail on aspects of frameworks and Benchmarks that are necessary to meet the requirements for Masters programme design and delivery.

Table 1: Programme Learning Outcomes and Mapping to Modules

On successful completion of [Insert Level/Exit/Intermediate Qualification e.g. Level 6 BA (Hons)/Level 7 MSc, a graduate, will be able to:

		Core Modules (Code) Level 7
K	**Knowledge and Understanding**	
K1	Critically approach contextual problems of aviation security for their own operational and strategic environment.	**SE718; SE706; SE707; SE708; SE705**
K2	Assess organisational change requirements due to the impact of external and internal factors and understand their implications.	**SE718; SE706; SE708; SE705**
K3	Illustrate and explicate effective aviation security planning and implementation requirements	**SE718; SE706; SE708; SE705**
K4	Evaluate and solve complex problems through reflection upon current issues and thinking and management techniques	**SE718; SE706; SE707; SE708; SE705**
K5	Choose appropriate and organisationally viable approaches to the development of interrelationships for effective long-term organisational resilience	**SE718; SE706; SE707; SE708; SE705**
C	**Intellectual/Cognitive Skills**	
C1	Reflect upon and recognise the value and disadvantages of experience and bias in security analysis	**SE718; SE706; SE708; SE705**
C2	Analyse, synthesise and solve complex business problems related to aviation security requirements	**SE718; SE706; SE707; SE708; SE705**
C3	Recognise and address ethical and governance issues related to aviation security decisions	**SE718; SE706; SE707; SE708; SE705**
C4	Differentiate between highly effective and less effective organisations in the context of aviation security planning and implementation	**SE706; SE707; SE708; SE705**
C5	Evaluate the rigour and validity of published research in its application to effective aviation security	**SE706; SE707; SE708; SE705**
P	**Practical Skills**	
P1	Design and effectively implement organisational communication plans and processes to support effective aviation security	**SE718; SE706; SE707; SE708; SE705**
P2	Initiate and create organisational management teams and processes to provide and develop aviation security	**SE718; SE706; SE707; SE708; SE705**
P3	Devise and generate organisational change management processes, particularly in relation to continuity and crisis management requirements	**SE718; SE707; SE708; SE705**
P4	Produce, manage and implement integrated and effective security programmes which can be applied in a variety of organisational circumstances both internal and external	**SE718; SE706; SE707; SE708; SE705**
P5	Make effective strategic resilience management decisions which are inextricably linked to the organisational mission and objectives	**SE718; SE706; SE707; SE708; SE705**

Note: Outcomes specifically linked only to the (Hons) requirement (normally dissertation or equivalent), should be indicated with a *.

T	Key/Transferable Skills	
T1	Develop and deliver both in personal and organisational contexts the processes and functions required for effective management implementation of initiatives	**SE718; SE706; SE707; SE708; SE705**
T2	Plan, design and prepare appropriate and adaptable personnel management systems for the implementation and long-term direction of resilience and wider management	**SE718; SE706; SE707; SE708; SE705**
T3	Evaluate and balance competing components of organisational activity to offer optimal opportunities for appropriate anticipation, response and recovery	**SE718; SE706; SE707; SE708; SE705**
T4	Formulate and develop original, insightful and effective problem-solving capabilities in order to ensure and support management processes and capabilities	**SE718; SE706; SE707; SE708; SE705**
T5	Develop the capability to work independently and in a self-directed fashion across a range of organisational resilience and general projects	**SE718; SE706; SE707; SE708; SE705**

On successful completion of Level 7 PG Cert a graduate, will be able to demonstrate achievement of the following learning outcomes:
- Rationalise and determine the relative value of threat risk and impact analysis and management as contributors to Organisational Resilience
- Identify and diagnose conflicts and linkages in Organisational Resilience disciplines
- Synthesise theoretical and applied approaches to threat, risk and impact analysis and management to resolve organisational strategy issues
- Critically evaluate the effects and consequences of differentiated personal behaviours, traits and approaches on effective threat, risk and impact measure selection in the organisational context
- Evaluate risks associated with potential aviation security events in the context of operations in the 21st Century
- Analyse strategies and routes for the development of coherent and integrated protective measures for multiple layers of risk and threat and the need to mitigate their effects
- Critically evaluate and theorise on the specific issues related to the users of aviation and the subsequent high levels of risk crisis management, response and recovery capability required.

This is measured by achievement of 60 credits at Level 7. The following modules will count towards achievement of this award:

- SE718 – Threat, Risk and Impact perspectives
- SE706 - Aviation Risks and Security Challenges

On successful completion of Level 7 PG Diploma a graduate will be able to demonstrate achievement of the following learning outcomes:

- Evaluate the issues related to stakeholder theories and their specific applicability to aviation operations.
- Analyse concepts of competition and primacy of organizations
- Critically analyse the key and critical activities of a range of stakeholders and agencies by type and sub-group
- Evaluate the requirements for integrated OR processes across all aviation activity
- Critically analyse effectiveness and planning arrangements within existing organisations
- Evaluate and formulate methodologies for improvement and evolution of OR processes in relation to aviation sectors and influences

A **Postgraduate Diploma (PGDip)** 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 120 Credits at Level 7. The following modules will count towards achievement of this award:

- SE707 – Operations, Agencies and Air Travel Stakeholders

- SE708 - Aviation and Organisational Resilience

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

The Faculty's courses are practice based, supported by contextual studies, and are structured to allow students, particularly at postgraduate level, 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 OR, using 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 will be conducted 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 will be conducted remotely.

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

Virtual 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 will be conducted remotely.

This award offers students a programme of study that accommodates their particular needs and work profiles. Students who are employed full time or who 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 may access the programme via Distance Learning (DL). 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 distance learning capability. 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 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. Visual modes of communication including Skype and WebEx 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.

Distance Learning (DL) is 'a method of delivery which involve activities that happen away from the physical site of a provider with students using digital means to engage with a programme, rather than having any requirement to visit the provider.' QAA (2020) Guidance: *Building a Taxonomy for Digital Learning. Section 1: Building an understanding of common terms.*

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, 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.

> **Seminars** will introduce and discuss the range of theories and concepts involved in the subject area.

> **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. Additionally. 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.

How will students be assessed

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 provide 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.

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.

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 methods.

Work-Based / Placement Learning

The Faculty's courses are practice based, supported by contextual studies, and are structured to allow students, particularly at postgraduate level, 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.

Progression Board

At the end of the first academic year, there will be a progression board where students will be assessed and if both first year modules (SE718 and SE706) have been passed, then the student will progress to year two. If one or both modules are failed, then there will be the opportunity for referral work.

Referral Opportunities
As with any award at Buckinghamshire New University, if a student has not received a pass mark (normally 40%) for a module or piece of assessment, they may be required to be reassessed in the component(s) that they have failed.
For full details of assessment regulations for all taught programmes please refer to our Results webpage.

SECTION C: PROGRAMME STRUCTURE(S) AND HOURS

Table 1: Programme Structure Table

Programme Title	MSc Aviation Security								
Course Code	MB1ASE9								
Mode of Study	Part Time/DL								
Credit Value	**UK**	180		**ECTS**		90			

Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award ([C]ore / [O]ptional)	Credit Value	Assessment Regime			Semester Taught *
						Written Exam %	Coursework %	Practical %	
SE 718	Threat Risk and Impact Perspectives (DL)	7	1	C	30		100		
SE 706	Aviation Risks and Security Challenges	7	1	C	30		100		
SE 707	Organisations, Agencies and Air Travel Stakeholders	7	1	C	30		100		
SE 708	Aviation and Organisational Resilience	7	2	C	30		100		
SE 705	Research and Dissertation	7	2	C	60		100		

Add or delete rows as appropriate.

Table 3: Breakdown of 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.

Year of course	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total
Year One	120	480	0	**600**
Year Two	220	980	0	**1200**
Total	**340**	**1460**	**0**	**1800**

*These hours should be calculated based on the hours stated in the module descriptors.

SECTION D: ASSESSMENT REGULATIONS

This programme complies with the approved University regulations *University Academic Framework and Assessment Regulations* and procedures as detailed on the University website.

The following modules will be non-compensable: *(if not applicable, please state this under the bullet points)*

- SE705

The calculation of this award will be Level 7 100%

Exit Awards Available

Exit Award Type	Award Title	Credits Achieved
Postgraduate Certificate	Aviation Security	60 Credits
Postgraduate Diploma	Aviation Security Management	120 Credits

*Delete rows as applicable

SECTION E: FURTHER INFORMATION

Reference Points

The following reference points were used when designing the programme: University Strategy 2016-2021

- Buckinghamshire New University Approval of Academic Provision policy and procedure
- QAA Subject Benchmark Statement for: Masters Degrees in Business Management (2015)
- QAA (2008) *Code of Practice for the Assurance of Academic quality and standards in Higher Education.*
- QAA Framework for Higher Education Qualifications (2014)
- Equality & Diversity Teaching & Learning Toolkit
- QAA Education for Sustainable Development
- Work-based and Placement Learning Policy
- University Academic Qualifications Framework
- Recommendation and feedback from external subject academic and industry professional
- QAA (2020) Guidance: Building a Taxonomy for Digital Learning

Ethics

The following ethics sub-committee will be responsible for ensuring good research practice and student awareness of ethical concerns and risks.

Security and Resilience

Annual Review and Monitoring

This programme will be monitored annually through the University's Annual Monitoring Process, which is a continual cycle of review and enhancement. This process is supported by both the periodic review of departments and the periodic re-approval process for individual programmes. All processes are completed in consultation with students via the Students' Union or student representatives.

The re-approval of this programme is scheduled for academic year: 2022

SKILLS MATRIX

Which skills are students assessed on?

Information in this table should be aligned to the skills matrix in each module descriptor, under the assessed column.

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
SE 718	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠
SE 706	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠
SE 707	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠
SE 708	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠
SE 705	⊠	⊠	⊠	☐	⊠	⊠	⊠	⊠	⊠	☐

SUBJECT BENCHMARK MAPPING

Programme mapping is a requirement based on Quality Assurance Agency standards as described in the *UK Quality Code for Higher Education Part A: Setting and Maintaining Academic Standards* and *Chapter B1: Programme Design, Development and Approval.*

Information in this table should contain a mapping of the Programme Learning Outcomes at each Level to the QAA Subject Benchmark Standard used.

Please note: You should complete the mapping exercise in table 1 of the Programme Specification FIRST and then, complete the mapping below of the Programme Learning Outcomes to the Subject Benchmark Standard for each level of the programme/s.

QAA Subject Benchmark Standard	Programme Outcome(s)	Module Code(s)
		Level 7
Subject knowledge, understanding and abilities		
a systematic understanding of relevant knowledge about organisations, their external context and how they are managed	A2; B2; B3; B4	**SE718; SE706; SE707; SE708; SE705**
application of relevant knowledge to a range of complex situations taking account of its relationship and interaction with other areas of the business or organisation	A3; B2:B3: B4	**SE718; SE706; SE707; SE708; SE705**
a critical awareness of current issues in business and management which is informed by leading edge research and practice in the field	A1; B5; C4; D3;	**SE718; SE706; SE707; SE708; SE705**
an understanding of appropriate techniques sufficient to allow detailed investigation into relevant business and management issues	A4: A5; B5	**SE718; SE706; SE707; SE708; SE705**
creativity in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to develop and interpret knowledge in business and management	A4; B5:D4	**SE718; SE706; SE707; SE708; SE705**
Subject-specific skills		
ability to acquire and analyse data and information, to evaluate their relevance and validity, and to synthesise a range of information in the context of new situations	A3; B2; C3; D4	**SE718; SE706; SE707; SE708; SE705**
conceptual understanding that enables the student to: a. evaluates the rigour and validity of published research and assess its relevance to new situations b. use existing research and scholarship to identify new or revised approaches to practice	A4; B2; B5;	**SE718; SE706; SE707; SE708; SE705**
ability to conduct research into business and management issues that requires familiarity with a range of business data, research sources and appropriate methodologies, and for such to inform the overall learning process	A4; B2; B5	**SE718; SE706; SE707; SE708; SE705 SE701; SE706; SE707; SE708; SE705**

ability to communicate effectively using a range of media (for example, orally, in writing, and through digital media)	C1; C2	**SE718; SE706; SE707; SE708; SE705**
ability to operate effectively in a variety of team roles and take leadership roles, where appropriate	C2; C3; C4	**SE718; SE706; SE707; SE708; SE705**
ability to take an international perspective including understanding the impact of globalisation on businesses, societies and the environment and the ethical implications.	C5; D1; D3	**SE718; SE706; SE707; SE708; SE705**
Generic and graduate skills		
apply consistently their knowledge and subject-specific and wider intellectual skills	B1:B2: B4; D1	**SE718; SE706; SE707; SE708; SE705**
deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly to a range of audiences	A3; A5; B4; C3; C4:D3	**SE718; SE706; SE707; SE708; SE705**
be proactive in recognising the need for change and can manage change	A2; C3	**SE718; SE706; SE707; SE708; SE705**
be adaptable, and show originality, insight, and critical and reflective abilities which can all be brought to bear upon problem situations	A5; B3; C5; D3; D4; D5	**SE718; SE706; SE707; SE708; SE705**
make decisions in complex and unpredictable situations	A4; B3; C5; D4	**SE718; SE706; SE707; SE708; SE705**
behave ethically and with integrity and manage with a strong sense of social responsibility	B3	**SE718; SE706; SE707; SE708; SE705**
evaluate and integrate theory and practice in a wide range of situations	A4; A5:B2; C4; D4	**SE718; SE706; SE707; SE708; SE705**
be self-directed and able to act autonomously in planning and implementing projects at professional levels	D5	**SE718; SE706; SE707; SE708; SE705**
take responsibility for continuing to develop their own knowledge and skills.	D4; D5	**SE718; SE706; SE707; SE708; SE705**

EMPLOYABILITY MAPPING

The employability approach should be mapped to each Module Descriptor so that it can be seen clearly how each module will contribute to students' employability.

Amend headings according to your specific subject needs and agreed definitions and parameters. If further guidance is required please contact Academic Registry.

Module Code	CD Career Development Learning			E Experience			DS Degree Subject Knowledge Understanding & Skills			GS General Skills			EI Emotional Intelligence			RE Reflection & Evaluation			S Self-esteem, Self-confidence & Self-efficacy		
	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed
SE718	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠
SE706	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠
SE707	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠
SE708	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠
SE705	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠