

**Programme Specification**

**Title of Course:** **Postgraduate Certificate in Air Safety**

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| **Date first produced** | Jan 2022 |
| **Date last revised** | April 2022 |
| **Date of implementation of current version** | May 2022 |
| **Version number** | 1 |
| **Faculty** | Engineering, Computing and the Environment |
| **School** | Engineering and the Environment |
| **Department**  | Aerospace and Aircraft Engineering |
| **Delivery Institution** | Kingston University |

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Award(s) and Title(s):** | Postgraduate Certificate in Air Safety |
| **Intermediate Awards:** | None |
| **FHEQ Level for the Final Award:** | *7* |
| **Awarding Institution:** | Kingston University |
| **Teaching Institutions:** | Kingston UniversityMilitary Airworthiness Authority |
| **Location:** | Kingston: Friars Ave, LONDON, SW15 3DWMAA |
| **Language of Delivery:** | English |
| **Modes of Delivery:** | Part-time |
| **Available as:** | Full field |
| **Minimum period of registration:** | 1 year |
| **Maximum period of registration:** | 2 years  |
| **Entry Requirements:**  | • A minimum of a third-class honours degree. • GCSE (A\*–C): English Language, Mathematics and Science to be included.NB: National Academic Recognition Information Centre (NARIC) must be provided for overseas qualifications to show comparability.. |
| **Programme Accredited by:** | This programme is not accredited |
| **QAA Subject Benchmark Statements:** | Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2014), the *Master’s Degree Characteristics Statement* (QAA, 2020) and the *Subject Benchmark Statement Engineering* (QAA, 2019).  |
| **Approved Variants:** | N/A |
| **UCAS Code:** | This is a closed course and not available on UCAS |

**SECTION 2: THE COURSE**

1. **Aims of the Course**

The aims of the course are:

* To enhance students’ abilities in independent study, research, critical thinking and reflective practice, reinforcing an ethos of life-long learning and continuing professional development.
* Facilitate personal and professional development including the transferable, communications and interpersonal skills necessary for managing and developing further a successful, autonomous and independent practice in the military air safety environment
* Enable students to make a stronger contribution to the MAA through their increased breadth and depth of the air safety environment
1. **Intended Learning Outcomes**

The course outcomes are referenced to the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2014), the *Master’s Degree Characteristics Statement* (QAA, 2020) and the *Subject Benchmark Statement Engineering* (QAA, 2019) and relate to the typical student. The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas:

Module 1 – Aviation Safety Practitioner (30 L7 credits)

Module 2 – Aviation Safety Project (30 L7 credits)

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| **Programme Learning Outcomes** |
|  | **Knowledge and Understanding**On completion of the course students will be able to: |  | **Intellectual Skills**On completion of the course students will be able to |  | **Subject Practical Skills**On completion of the course students will be able to |
| A1 | To be able to identify, define and evaluate theories related to aviation safety in order to apply these theories in practice. Relevant Modules 1,2 | B1 | To identify and evaluate theories and policies and to engage in critical debate about current issues, drawing on evidence from theory, policy, research and practice.Relevant Modules 1,2 | C1 | To reflect on their skills, knowledge and understanding to set aspirational goals for continuing personal and professional development.Relevant Modules 1,2 |
| A2 | To locate, analyse and synthesise information about behaviour for learning from a variety of sources and apply these to complex situations in different settings. Relevant Modules 1,2 | B2 | To develop a critical self-awareness of personal identity as a professional within wider discourses about the profession as a whole.Relevant Modules 1 | C2 | To locate, analyse and synthesise information about behaviour for learning from a variety of sources and apply these to complex situations in different settings.Relevant Modules 1,2 |
| A3 | To locate, analyse and synthesise information about air safety issues and communicate this effectively to a variety of stakeholders.Relevant Modules 1,2 | B3 | To critically evaluate the relationship between theory and practice, read, analyse and produce a critical synthesis of relevant literature to develop an argument.Relevant Modules 1,2 | C3 | To communicate clearly and effectively with other professionals in a range of complex and specialised contexts.Relevant Modules 1,2 |
| A4 | To use research to help identify and reflect on the main features of practice-based problems and reflect on strategies for their resolution.Relevant Modules 1,2 | B4 | To be able to identify, define and evaluate case studies which demonstrate the impact of research and policy on practice. Relevant Modules 1,2 |  |  |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows:

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| **Key Skills** |
| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Outline Programme Structure**

This programme consists of two 30 credit modules. The first module focusses on reflective learning supported by an individual supervisor and small group discussion. The learning is based on a set of training courses provided by the MAA and the supervisor will support the student in preparing a learning journal reflecting their learning journey through the training courses. The second module is a project based module.

**Module 1.** In order to provide a broad background in Air Safety, students complete the following short courses through the MAA’s Air Safety Training (AST) Division and other providers primarily situated at the Defence Academy of the United Kingdom (DEFAC) Shrivenham:

i. MASRAMP – Military Air Safety Risk Assessment and Management Practitioner’s Course. 3 Days – 24 hrs (Hrs Instruction).

ii. DHASC – Duty Holder’s Air Safety Course. 2 days -16 hrs

iii. IQMSA - Internal Quality Management System Auditor. 2 days – 16 hrs.

iv. AMAC(F) – Airworthiness for Military Aircraft Fundamentals. 3 Days – 24 hrs.

Students are expected to maintain a learning journal whilst undertaking these course and online briefings on reflective learning will be provided before the courses begin and students will have the opportunity to discuss their learning journal with their KU supervisor. They will also engage in small group discussion with other students on the course and moderated by a supervisor.

**Mod 2** Air Safety Project: In consultation with the KU Supervising Tutor, students are to propose a project which is of interest to themselves and the MAA. This may be from their own Division and examine organic policy, procedures or process, or may be wider by examining an area of air safety which may affect MAA business as a whole.

Full details of each module are provided in module descriptors and student module guides.

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| **Level 7**  |
| **Core modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
| Air Safety Practitioner | Mod 1 | 30 | 7 | TB1 |
| Air Safety Project  | Mod 2 | 30 | 7 | TB2 |

1. **Principles of Teaching, Learning and Assessment**

The teaching and learning strategies are centred on enabling students to become reflective, research-informed professionals. The PGCert is part of a continuum of professional development which supports aviation safety practitioners to continue researching and reflecting on their own practice. The PGCert makes links between theory and practice using blended learning approaches. Students will be invited to discuss their reflections in online discussion forums. In order to facilitate online discussions, the programme will be utilising the functionality of Canvas.

The teaching and learning students experience through online discussion and meetings with their supervisor will emphasise reflective learning. The discussion groups will be organized and managed by the module leader from Kingston University. The discussion will normally be online and will be moderated by academics from Kingston.The knowledge element will be presented through a series of seminars and students are expected to reflect on how what is presented in the seminars relates to their experience and to record these reflections in a journal. They are also expected to read the relevant literature to gain a deeper understanding of the material presented in the seminars.

Students are required to:

* Take responsibility for their own learning across and between modules
* Take a critical and reflective approach to their own learning and development
* Actively participate in all timetabled sessions
* Undertake prescribed reading and extend this further to widen and develop their knowledge and understanding
* Keep personal reading and reflective learning logs
* Maximise the opportunities afforded them by the University’s Learning Resource Centre and information communication technology to support their learning
* Set realistic professional and academic targets to ensure their success in terms of the PGCert aims and learning outcomes

It is recognized that students may be working with sensitive material in both modules. They are expected to ensure that all coursework submitted can be viewed by the relevant academics including the external examiner.

1. **Support for Students and their Learning**

Kingston and its collaborative partners place great emphasis in the support that is given to all students to succeed. The assessment strategy has been developed so that students are given opportunities for formative feedback by tutors and their peers as well as self-assessment. This is a particular feature of the Reflective Learner module which has reflective tasks that supports the summative assessment. This builds students’ confidence as time is allowed to gain feedback and develop their academic writing skills. This allows students from backgrounds where they have not had experience of reflective academic writing to gain support. Personalised support is a key feature of this programme and the School has been delivering work based learning programmes for many years and brings this expertise to the PGCert in Air Safety.

**Assessment** is an integral part of the teaching and learning process. Students will engage in self- and peer- assessment as well as being summatively assessed. Reflection and research-informed practice lie at the heart of the assessment strategies.

**Formative assessment** enables students to build on their previous knowledge and experience and to develop self-assessment strategies, essential if they are to take responsibility for their own learning and professional development. Formative tasks are carefully designed to build student knowledge and experience throughout the taught course to support student learning and develop the ability to complete summative assignments confidently.

**Summative assessment** is solely through assessment of the students recording learning journal and summary and their project dissertation. It is vital that students show their ability to use knowledge generated through research-based literature and personal reflection to inform their practice and it is considered that this is best demonstrated through accurate and wide referencing to both academic resources and professional practice.

All summative assessment will be criteria referenced. The postgraduate regulations assessment criteria will be applied to grade students’ work and to provide them with developmental feedback.

**Support for Students and their Learning**

Prior to starting the programme students will be encouraged to access skills4study online materials in September to enhance their preparation for academic study at Masters’ level. The induction process will include the development of a peer network. This network will enable students to develop critical feedback opportunities from peers in relation to formative assessment tasks and to contribute to the shared practice, or ‘cohort’ identity, of a community of learners.

Personal Tutor Scheme (PTS)

The Personal Tutor Scheme (PTS) will be embedded in the programme. At level 7 the aims, and therefore the minimum expectations, of the PTS are:

* to help students to make the transition to Masters level study and understand how to use feedback on the postgraduate course
* to encourage students to be proactive in making links between their course and their professional and/or academic aspirations
* to help students gain confidence in contributing to, and learning from, constructive peer review
* to encourage students to become part of a professional community
* to help students to prepare for the dynamics of supervision.

Some students on the programme may return to study after a substantial period. To help ensure successful transitioning to Masters level study for all students, personal tutors will be allocated and meet students, in the induction period.

Personal tutors will be available to provide academic advice and guidance throughout the course. They will facilitate students’ reflections and encourage learner autonomy in preparation for assignment writing.

Designated personal tutors will have access to the university guide and be in receipt of tailored student information through the ‘OSIS’ function of SITS.

Students are supported by:

* A module leader for each module
* A course leader to help students understand the programme structure
* Personal tutors to provide academic and personal support (see above)
* A designated programme administrator, contactable in the office or by email
* An induction programme at the beginning of each new academic session
* Student Voice Committee
* Canvas, facilitating an online interactive learning environment
* Academic Skills Centre to assist students to become autonomous, confident and successful learners, alongside embedded skills development within the programme.
* Student support facilities that provide advice on issues such as regulations
* The Students’ Union
* Health and Counselling service
* Careers and Employability service.
1. **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External examiners
* Boards of study with student representation
* Annual Monitoring and Enhancement
* Periodic review undertaken at subject level
* Student evaluation including Module Evaluation Questionnaire (MEQs), surveys ie placement and PDS week
* Moderation policies
* Student Voice Committee (SVC) that are sub-committees of Boards of Study. SVCs are minuted
* Moderation policies.
1. **Employability and work-based learning**

This is a part time programme which is undertaken whilst students are working with the MAA. This enables them to apply the practices they are learning in the seminars and through their reading in a real world setting. The project module enables them to engage with a problem of interested to themselves and the MAA and to propose appropriate solutions and evaluate them.

**Approved Variants from the Postgraduate Regulations**

None

1. **Other sources of information that you may wish to consult**

QAA (September 2020) *Master’s Degree Characteristics Statement*

[https://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement8019abbe03dc611ba4caff140043ed24.pdf?sfvrsn=86c5ca81\_12](https://www.qaa.ac.uk/docs/qaa/quality-code/master%27s-degree-characteristics-statement8019abbe03dc611ba4caff140043ed24.pdf?sfvrsn=86c5ca81_12)

QAA UK Code for Higher Education

<https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>

1. **Development of Course Learning Outcomes in Modules**

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes

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| **Module code** | **Level 7** |
| Mod 1 | Mod 2 |
| **Knowledge & Understanding** | A1 | S | S |
| A2 | S | S |
| A3 | S | S |
| A4 | S | S |
| **Intellectual Skills** | B1 | S | S |
| B2 | S |  |
| B3 | S | S |
| B4 | S | S |
| **Practical Skills** | C1 | S | S |
| C2 | S | S |
| C3 | S | S |
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**Technical Annex**

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| **Final Award(s):** | Postgraduate Certificate |
| **Alternative exit award** | None |
| **Minimum period of registration:** | 1 Years |
| **Maximum period of registration:** | 2 Years  |
| **FHEQ Level for the Final Award:** | 7  |
| **QAA Subject Benchmark:** | Engineering |
| **Modes of Delivery:** | Part time via individual meetings with students, small group discussions and online asynchronous briefings |
| **Language of Delivery:** | English |
| **Faculty:** | Engineering, Computing and the Environment |
| **School:** |  |
| **JACS code:** | H100 |
| **UCAS Code:** | N/A |

**Course and Route Codes:**

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