****

**Programme Specification**

**Title of Course: BSc (Hons) Aviation Operations with Commercial Pilot Training**

**Date Specification Produced: 20 August 2018**

**Date Specification Last Revised: July 2019**

This 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 that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in Student Handbooks and Module Descriptors.

# SECTION 1: GENERAL INFORMATION

|  |  |
| --- | --- |
| **Title:** | BSc (Hons) Aviation Operations with Commercial Pilot Training |
| **Awarding Institution:** | Kingston University, London, England |
| **Teaching Institution:** | Kingston University, London, England  Bournemouth Commercial Flight Training |
| **Location:** | Kingston University, Roehampton Vale / Penrhyn Road Campuses  Hurn Airport, Bournemouth, England |
| **Programme Accredited by:** | Not Accredited |

## SECTION 2: THE PROGRAMME

1. **Programme Introduction**

Whilst there is no requirement for pilots working in the civil air transport industry to have degrees, there can be little doubt that such a qualification will make it easier for them to take on other management roles within the industry either in parallel with their flying role or later in their career. There can be little doubt that, in the next 30 years, the role of the pilot of commercial aircraft will change to cater for the conflicting interests of maintaining safety in ever more crowded skies. Exactly what that change will be is not yet understood but the better qualified pilot may well have the edge over his or her contemporaries.

As with many activities that rely on hand-eye coordination, the younger they are when they start to learn to fly, the easier prospective pilots generally find it. The overarching thrust of this programme, therefore, is to allow would-be commercial pilots to continue into higher education without delaying their flying training. This is achieved by merging aspects of the two activities.

Training for both the Private Pilot’s Licence (PPL) and Air Transport Pilot’s Licence (ATPL) has elements of ground school training and elements of flight training. During this 3 year BSc (Hons) Aviation Operations with Commercial Pilot Training, students will undertake all the ground school training required to prepare them for the EASA ATPL Theory exams which they will sit at the CAA examination centre at Gatwick during the course; albeit at their own expense. On this course, however, students will study each of the subjects to a greater depth than would be required to pass those EASA multiple choice exams and will sit the harder university written answer examinations immediately prior to their visits to Gatwick, thus ensuring that they are as well prepared for their ATPL exams as they can be. In addition to providing greater professional knowledge, the greater depth to which the material is studied also provides opportunities to develop the other HE attributes such as research methodologies and communication skills.

The programme is unique in that teaching and learning on the degree takes place at Kingston University (Years 1 and 3) and Bournemouth Commercial Flight Training [(BCFT) – Year 2], a privately owned Flight Training Operator based at Hurn Airport in Dorset with training delivered by specialist ground school instructors. This gives students an opportunity to be involved in campus life and time away from campus in Bournemouth.

For the duration of the second year programme at BCFT, students will wear uniform and be immersed in a totally professional flying environment. In addition to academic second year modules, at BCFT students also undertake standard Modular ATPL courses and have the full suite of aircraft, simulators and other equipment required to do so. Some use is made of these facilities to enrich the ground school training where appropriate; use has been made, for example, of the flight simulators to reinforce learning in radio navigation.

Before a student can start to receive ATPL ground school training, they must be in possession of an EASA PPL. Due to constraints over the maximum tuition fee permitted for an HE course in England and the high hourly cost of flight training, students self-fund the flying fees which are in addition to annual university fees.

If, before the second year of the course starts, a student is unfortunate enough to discover that a career in flying is not for them, then they will still have time to transfer onto a different degree programme more suited to their future employment needs. Alternatively, they may still continue with the ground components of the training at BCFT and defer the flying instruction. Students can still graduate with a BSc (Hons) Aviation Operations with Commercial Pilot Training degree without having achieved a Frozen ATPL pilots licence.

The teaching, learning and assessment at BCFT is delivered by BCFT staff, a number of whom have been dedicated to this programme for many years. Academic standards are closely and routinely monitored by staff from the Faculty of Science, Engineering and Computing (SEC) and other central staff from Kingston University. The University Liaison Officer visits students at Hurn during both teaching blocks for formal programme meetings, Student Staff Consultative Committee meetings and informal chats with the students. The staff at BCFT act as personal tutors to the students on the course, supporting them in all aspects of their learning. They do, however, always have access to the wider academic experience of KU staff they have met in Year 1 and the full panoply of student support services if they are required.

Students who graduate from this programme and have the necessary aptitude for flying can expect to gain employment flying for a commercial airline. Whilst that is the ultimate goal for all graduates from the course, some students have found that it prepares them equally well for other operational roles within the air transport and related industries, even if only on a short term basis.

1. **Aims of the Field/Course**

The aims of the programme are to:

* Provide all students with a thorough understanding of the principles and practice of aircraft operation and of aviation operations in general so that they are fully prepared for the EASA ATPL theory examinations and a career as a commercial pilot.
* Equip students with the knowledge and practical skills necessary for them to gain graduate employment in the air transport industry.
* Provide students with the opportunity to develop their written and oral communications skills.
* Prepare students to undertake research, further study and continue with lifelong learning by developing their intellectual, problem solving and key (transferable) skills.

Satisfactory completion of the BSc (Hons) Aviation Operations with Commercial Pilot Training gives students an possibility of post graduate study on a suitable Air Transport Management MSc course.

1. **Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 | Understand the fundamental theoretical principles that underpin Commercial Piloting. | B1 | Apply acquired knowledge to commercial piloting, including the planning, execution and post flight debriefing*.* | C1 | Undertake skilled competent, safe, reflective practice*.* |
| A2 | Apply the ATPL regulatory compliant knowledge base that is internationally and nationally recognised. | B2 | Synthesise information from a number of sources in order to gain a coherent understanding of theory and practice*.* | C2 | Use standard tools, complete flight plans and associated pre-flight documentation*.* |
| A3 | Demonstrate an awareness of technical and non-technical subjects associated with piloting. | B3 | Analyse, evaluate and interpret the evidence underpinning practice and initiate changes in practice appropriately*.* | C3 | Recognise the importance of professional bodies, the professional conduct expected of Commercial Pilots and their obligations to society*.* |
| A4 | Understand aviation regulations, human factors and safety management systems and meteorology. |  |  | C4 | Make evaluative judgements on system failure, carry out appropriate immediate corrective action to ensure safe flight and to report the findings accordingly. |
|  |  |  |  | C5 | Effectively and safely applying transferable skills in the management of individuals, with continual analysis and evaluation of outcome, and appropriate modification of intervention. |
|  |  |  |  | C6 | Contribute effectively to the safety of aircraft within the framework of a professional team and understand and value the contributions of others. |

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:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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. **Entry Requirements**

The ‘typical offer’ entry qualifications for the programme are:

* 96 UCAS tariff points from at least three A-levels or equivalent. Any subjects accepted and General Studies accepted at half points.
* 96 UCAS tariff points (grades MMM) from a suite of BTEC National QCF qualifications in an engineering, science or technology subject.
* 96 UCAS tariff points from access course with pass required in an engineering, science or technology subject.
* Successful completion of a Foundation Degree in Engineering/Science.
* European Baccalaureate with an average mark of 70% or above.
* International Baccalaureate with a score 24 points and a minimum of grade 5 at standard level in Mathematics and English Language.
* Welsh Baccalaureate with a grade C or above. However other qualifications, preferably in an Engineering or Science must be combined to achieve a UCAS point score of 96 points.
* Scottish Highers with a UCAS point score of 96 points from a maximum of five subjects.
* Irish Leaving Certificate with a UCAS points score of 96 points from Higher Level subjects.

**Plus:**

**GCSE: Candidates are normally required to hold five GCSE subjects grades A\*-C (or comparable numeric score under the newly reformed GCSE grading) including Mathematics and English Language and a Science or technology subject.**

**Accelerated entry into year 3 (where you can study part-time over a two-year period) will be considered should you already be in possession of an ATPL and hold a Level 5 Higher Education qualification (HND or foundation degree).** Applicants will need to attend an open day and may be required to take an induction test. You may also be required to attend an interview.

**The course is only open to Home and EU students at present.**

**Language proficiency**:

International English Language Testing System (IELTS) score of Band 6 -7 per subject headings (Reading, Listening, Speaking and Writing)

**or;**

Testing of English as a Foreign Language (TOEFL) score of 22 per subject headings (Reading, Listening, Speaking and Writing) or equivalent is required for those for whom English is not their first language.

### Non-standard entry qualifications are permitted but will be dealt with on a case by case basis.

1. **Field/Course Structure**

This full-time programme is part of the Kingston University Undergraduate Modular Scheme (UMS). Programmes are made up of modules which are assigned to levels. Levels are more challenging as student’s progress through the programme.

A student must complete a minimum of 360 credits at the required level for award of the **BSc Aviation Operations with Commercial Pilot Training**.

The franchised partner intake starts in September though students would benefit from starting their PPL flying earlier if possible. Full details of module sequence, course duration and start and finish dates can be found in Liaison Documents and course literature. Details are also included on the KU and partner organisation websites and in student handbooks.

Transfer from other programmes is not possible.

**E1. Professional and Statutory Regulatory Bodies**

The course is not accredited. The course does, however, closely follow the CAA ATPL theory syllabus and is designed to prepare students to pass their ATPL theory exams. The CAA levied fees for sitting those exams must be paid by the students as they are not included in the university tuition fees.

**E2. Work-based learning, including sandwich programmes**

Work placements are actively encouraged – although it is the responsibility of individual students to source and secure such placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practise.

**E3. Outline Programme Structure**

Each level is made up of four modules each worth 30 credit points. Typically a student must complete 120 credits at each level. All students will be provided with the University regulations and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and student module guides.

|  |
| --- |
| **AVIATION OPERATIONS with COMMERCIAL PILOT TRAINING** |
| **LEVEL 4 – FIRST YEAR** | |
| EG4010 - **Engineering Design and Professional Practice** *(with Flight Sim)*  EG4011- **Engineering Mechanics, Structures and Materials**  EG4012 – **Engineering Mathematics and Computing**  EG4013 – **Fluid Mechanics and Engineering Science** |
|  |
| **LEVEL 5 – SECOND YEAR** | |
| **BCFT**  AE5501 - **Professional Development for Commercial Airline Pilots**  AE5502 - **Flight Operations and Meteorology**  AE5503 - **Aircraft Systems and Navigation**  AE5504 - **Instrumentation, Law and Operational Procedures** |
|  |
| **LEVEL 6 – THIRD YEAR** | |
| AE6601 – **Air Transport Economics**  AE6602 – **Airline Operations and Scheduling**  AE6204 – **Aerospace Technology**  AE6600 – **Individual Project – Aviation Studies** |

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

All teaching on this BSc Degree programme is delivered by Kingston University lecturers and specialist BCFT ground school instructors who have between them many years’ experience as practicing aviators as well as training. The breadth of material being delivered closely matches the requirements of the EASA ATPL theory examinations but its depth is significantly enhanced compared with that of the training on most modular or integrated ATPL courses. This not only ensures that graduates from this course are well prepared for those examinations but also provides the opportunity to learn and practice the transferable skills expected of an HE course.

The majority of the teaching will be classroom based using traditional techniques. The CAA have directed that the maximum class size on any ATPL theory course should be 24 students; the student staff ratio on this course is therefore significantly lower than the faculties traditional 1st & 2nd year engineering courses. Where appropriate, use will be made of simulators or visits to aircraft to reinforce the modules being taught; all of this using technology which the students will become very familiar. Students will have time for continuation flying (at their own expense) during the teaching programme so should have the opportunity to observe/practice some aspects of the course for real.

Module guides set out clear expectations for guided independent learning. Students will be directed to reading and Technology Enhanced Learning (TEL) packages to prepare for individual topics or sessions and also to problem sets or exercises to consolidate and test their learning afterwards. This will be introduced at level 4.The Virtual Learning Environment (VLE) at Kingston will support learning throughout the course through a variety of TEL objects such videos, screencasts, on-line MCQs, discussion boards and interactive teaching packages. It will also deliver teaching material such as lecture notes/presentations, problems sets and worked examples.

A feature of the learning, teaching and assessment strategy in the School of Engineering is that many instructional lectures have been replaced by collaborative, problem solving or enquiry-based learning workshops and tutorials. These require students to prepare for,and participate in, the classroom activities, rather than passively listening to the lecturer. Students are expected to engage with the guided learning to prepare for these teaching sessions and consolidate their learning after the session. These interactive sessions also provide students with opportunities for peer learning, group work and presentation practice. *Give some module examples where this occurs* In these sessions the lecturer facilitates learning by supporting students in creating their own knowledge and understanding. Lecturers may also introduce and summarize key concepts with short mini-lectures.

Each of the twelve modules on the course will be assessed by a mixture of coursework and short answer question final examinations. Some of the coursework will take the shape of time limited multiple choice tests identical in format to the EASA ATPL exams and so will act as very useful revision for those. Other elements of coursework will include written essays and presentations, thus giving opportunities to practice and assess students’ abilities in the non-subject specific key skills. Verbal communication is given some priority in the assessment strategy as commercial pilots do need to be able to communicate with confidence, especially in high stress situations. The use of regular question and answer sessions at the start of lectures will be used to assess learning and allow formative feedback to be given.

The EASA ATPL exams themselves do not form part of the assessment for the BSc course but practice for them adds to the formative assessment opportunities offered. The fact that all those ATPL exams must be passed within 6 visits to the assessment centre and a total elapsed time of 18 months does impose constraints on the students’ ability to retake certain elements of the course; this will be fully explained to students before the need arises.

Active and collaborative learning is also incorporated in traditional lectures which may have question-and-answer sessions, brief student discussions, clicker activities integrated into the lecture. These methods ensure that valuable contact time is focussed on the application and critical analysis of knowledge and the development of key skills such as problem-solving, communication, and group-work.

The high percentage use of active learning sessions in the teaching hours is aimed at improving student engagement, creativity, confidence and self-reliance. The course endeavours to further secure student engagement by making students feel part of a community and increasing their sense of belonging which is supports to improve retention and progression. This is achieved by providing opportunities to interact with staff and students both socially and academically. In addition, to the active learning sessions and group work, this is achieved through: the PT scheme, field work, industrial visits, extra-curricular seminars, research internships, course representative system, student ambassador work, peer mentoring, PAL civic engagement and outreach opportunities.

**Development of employability skills**

The progressive development of a range key employability skills is another feature of the course as exemplified in teamwork/group work discussed above. Regarding communication skills, at level 4 the focus is on writing individual practical reports (**EG4013 Fluid Mechanics & Engineering Science**) using a standard format and style, and encouraging students to orally communicate the outcomes of small group exercises in the active learning teaching sessions in **EG4010 and EG4011(Engineering Mechanics, Structures & Materials)**. At level 5 students will be required to produce substantial written group reports and present their individual. To help development of these skills student will be required to submit a draft of a report for **EG4011** to the Support for Academic Success Centre for feedback and to discuss this with their personal tutor. At level 6, in the **AE6600 Individual Project** module, students will be taught how to synthesise and critical review information from a variety of sources and report this and their research results in a formal research report and an oral presentation.

To complement the development of employability skills within the curriculum, Personal tutors will encourage students to engage in a range of extra-curricular activities such as student representation, part-time work, sports and recreation,  society membership,  volunteering ; student ambassadorship, leadership and mentoring; cultural and creative activities;   academic and professional collaboration; placement activity; enterprise activity; KU Talent events and opportunities. Activity in these areas is recognised by the university’s Kingston Award Scheme. KU Talent offers a range of events, including Careers Uncovered fairs, which include employers coming to campus to promote internship, placement and graduate opportunities, Spotlight on networking activities where employers and alumni are invited on campus to talk about career pathways.

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

Student support is provided at Kingston University and on-site at Bournemouth Commercial Flight Training (BCFT) via dedicated staff. This permits students to raise concerns, queries or ask advice which can usually be answered on-site although referral is made to Kingston University Student Support when required.

Student support recognises that the student experience is unique to each student. A key part of our approach to an inclusive curriculum is that we acknowledge and where possible accommodate their individual circumstances. The personal tutor scheme is central to the efforts to provide a personalised learning experience. (See PT section of programme specification) At level 4 and 5 a core set of problems for each engineering module are issued to students. These cover the whole curriculum for a particular level. Students are required to work through these formative assessment problems as they cover the relevant curriculum. This allows students to test their learning and measure their progress. Discussion of progress on these problem sets will be a key part of the personal tutor scheme. Students are required to upload their progress on these activities onto the **Learning Log** created on the University VLE system. The Learning Log will be available to the relevant personal tutors for further discussion during one-to-one meetings. There will be milestones for students to meet at every level, and it will be one of the personal tutor’s roles to monitor the students’ progress and give appropriate advice*.*  Where difficulties are encountered PTs will be able to help or direct students to available support including peer mentoring schemes, PAL, Maths aid and on-line resources etc.

Students are supported by:

* **A Module Leader** for each module
* **A Course Leader** to help students understand their programme structure and provide academic support
* **A Personal Tutor** (PT) to provide academic and personal support
* There is a **Student Support and Engagement Team** to help students with any problem that is affecting their studies.
* A dedicated Undergraduate Course Administrator
* **An induction programme** and study skills sessions at the start of each academic year
* **SEC Academic Success Centre (SASC)** is a one-to-one drop-in Study Skills session for students every weekday. Help is available on a range of academic skills from writing reports, note-taking, to exam revision, referencing, programming and mathematical skills.
* **VLE** – a versatile on-line interactive intranet and learning environment accessible both on-site and remotely
* **Course Representative scheme**
* **Talent A University Careers** and Employability Service
* Comprehensive University support systems including the provision of advice on finance, regulations, legal matters, accommodation, international student support, disability and equality support.
* The Students’ Union
* An Academic Team that seeks to maintain an open door policy in the spirit of supporting students.

**Personal Tutor Scheme (PTS) in the School of Engineering**

The following provides the aims and structure of the Personal Tutor Scheme (PTS) for the School of Engineering. It is intended that the PTS be embedded within the provision of the BEng programme.

**Overall Aims**

* To build a rapport between staff and students and contribute to personalising students’ experience within the School of Engineering
* To support students in the development of their academic skills providing appropriate advice and guidance to students throughout their time at Kingston, while monitoring their progress, helping to identify individual needs and referring students to other University services as appropriate
* To help students to develop the ability to be self-reliant and confident self-reflective learners who use feedback to their best advantage
* To encourage students to reflect on how their learning relates to a wider context and their personal career progression

**Allocation of Personal Tutors**

* Personal tutors will be allocated during induction week
* Tutors will be allocated on a course basis where appropriate with student numbers being equally divided amongst the staff within the school
* Students will keep the same tutor throughout their course of study
* If they change discipline at the end of TB1 a change of PT is likely to occur to allow comprehensive support through the programme.

There are specific aims and outcomes for each level, as the PTS is progressive and cumulative students will find that they are building on the skills developed in previous levels. Formative assessment will be provided in the form of regular feedback during meetings.

This needs to reference specific modules linked to the PTs and activities expected of students

**Level 4: Settling in and building confidence**

**Aims and Learning Outcomes**

* To assist students in making the transition to Higher Education and to generate a sense of belonging to the School Engineering with an emphasis on widening participation issues
* To help students to develop good academic habits and to gain the confidence to operate successfully in a university context
* To prepare students to make the most of feedback throughout their course

**Contact:**

* Teaching block 1: three one-to-one meetings during induction week, weeks 2 and 6-7
* Teaching block 2: two one-to-one meetings during week 1 and week 6-7
* End of academic year individual ‘wrap up’ email

In addition to a core set of problems for each module students are also given a list of engagement activities that they are encouraged to take advantage of at level 4. PT will discuss progress on problem sets and engagement with certain activities with tutees throughout the year.The Learning Log will be available to the relevant personal tutors for further discussion during one-to-one meetings. There will be milestones for students to meet at every level, and personal tutor’s will monitor the students’ progress and give appropriate advice.

The module **EG4010 Engineering Design and Professional** Practice is closely linked to the Personal tutor scheme as it introduces key academic and employability skills. In addition it focuses on reflective practice on feedback and their progress with academic and employability skills. It is expected that these are topics of conversation personal tutor meetings.

**Level 5: Stepping it up and broadening horizons**

**Aims and Learning Outcomes**

* To help students comprehend and plan for the academic demands of level 5 and to support increasing independence
* To encourage students to look forward, to take up opportunities to develop wider skills and to take responsibility for their personal development
* To foster students’ ability to build on and respond proactively to the feedback they have received
* To assist students in reflecting on the skills that they are developing and consider how they relate to employability

**Contact:**

* One-to-one meeting in week 1
* Email contact at the end of teaching block 1
* Individual ‘wrap up’ email at end of academic year

**Level 6: Maximising success and moving on**

**Aims and Learning Outcomes**

* To support students with the planning necessary to maximise success in their penultimate undergraduate year
* To encourage students to reflect on the employability skills they have developed and be proactive in moving towards a professional life and/or further study
* To help students to make best use of the feedback they have received so that they can build on their strengths and take steps to address any weaknesses

**Contact:**

* One-to-one meeting in week 1
* Email contact at the end of teaching block 1
* Individual ‘wrap up’ email at end of academic year

Personal Tutors would have access to all the formative and summative assessment results of their tutees and would be responsible to discuss them with their tutees and assist them to prepare plans for further improvements and advise on any academic issues they may have. The personal tutors are also responsible for giving a bigger and more complete picture of learning, teaching, learning outcome and assessment and their linkage to the tutees.

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 - Annually
* Boards of study with student representation – Bi-annually
* Annual review and development
* Periodic review undertaken at the subject level
* Student evaluation – Mid and end of module
* Moderation policies – After every summative assessment

1. **Employability Statement**

This course has a pronounced employability focus in that its principle aim is to present students with the theoretical training required to be a commercial pilot in the worldwide air transport industry. Having passed the EASA ATPL theory examinations and all the associated flying, graduates will be fully prepared to start flying with an airline. Some airlines prefer their junior pilots to do elements of the flying in their own training programmes and so graduates are advised to start looking for jobs at the earliest opportunity.

BCFT main raison d’être is to prepare all their students for employment as commercial pilots. Staff have therefore formed good links with some of the major airlines and are able to assist students in making applications.

Having finished the course not all students go straight into airline employment. Some find jobs as flying instructors and other in flight operations; this course prepares them equally well for these and similar opportunities. It should be stressed, however, that students should not consider starting this course unless it is their intention to work as a commercial pilot within 5 years of completing the course.

1. **Approved Variants from the UMS/PCF**

There are no approved variations of this course.

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

Full details of this programme can be found at [www.kingston.ac.uk](http://www.kingston.ac.uk)***.***

**Development of Programme Learning Outcomes in Modules**

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

Key:

**S** – Indicates where summative assessment occurs.

**F** – Indicates where summative assessment also provides student feedback and/or feed-forward (is formative).

All modules will have elements of informal formative assessment associated with them.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Level 4** | | | | **Level 5** | | | | **Level 6** | | | |
|  | **EG4010-** Engineering Design and Professional Practice | **EG4011**-Engineering Mechanics, Structures and Materials | **EG4012**-Engineering Mathematics and Computing Applications | **EG4013**-Fluid Mechanics and Engineering Science | **AE5501** - Professional Development for Commercial Airline Pilots | **AE5502** - Flight Operations and Meteorology | **AE5503** - Aircraft Systems and Navigation | **AE5504** - Instrumentation, Law and Operational Procedures | **AE6204** - Aerospace Technology | **AE6202**- Airline Operations and Scheduling | **AE6600** - Individual Project | **AE6601** - Air Transport Economics |
| **Knowledge and Understanding** | | | | | | | | | | | | |
| A1 |  | S | S | S | S |  |  |  | S |  |  |  |
| A2 |  |  |  | S |  |  |  |  |  | S |  |  |
| A3 |  |  |  | S |  | S | S | S |  | S |  | S |
| A4 |  | S | S |  | S | S | S | S |  | S |  | S |
| A5 |  | S |  |  | S | S | S | S |  |  | S | S |
| **Intellectual Skills** | | | | | | | | | | | | |
| B1 |  | S | S | S | S |  |  |  | S | S | S | S |
| B2 |  | S | S |  | S |  | S | S |  | S | S | S |
| B3 |  |  |  | S | S | S | S | S |  | S | S | S |
| B4 | S | S |  |  |  | S |  |  |  |  |  |  |
| **Practical Skills** | | | | | | | | | | | | |
| C1 | S |  | S |  | S |  | S |  |  | S |  |  |
| C2 | S | S | S | S |  |  |  |  | S | S |  |  |
| C3 | S |  |  |  | S |  |  |  |  | S | S | S |
| C4 | S |  |  | S | S | S | S | S |  |  | S | S |
| C5 | S | S |  |  |  | S | S | S |  |  | S | S |

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised. Technical Annex**

|  |  |
| --- | --- |
| **Final Award(s):** | BSc (Hons) Aviation Operations with Commercial Pilot Training |
| **Intermediate Award(s):** | Cert HE  Dip HE |
| **Minimum period of registration:** | FT – 3 years  Sandwich – 4 years |
| **Maximum period of registration:** | FT – 6 years  Sandwich – 8 years |
| **FHEQ Level for the Final Award:** | Level 6 - BSc (Hons) Degree |
| **QAA Subject Benchmark:** | Engineering |
| **Modes of Delivery:** | Full time, Sandwich |
| **Language of Delivery:** | English |
| **Faculty:** | Science, Engineering and Computing |
| **School:** | Engineering and the Environment  Bournemouth Commercial Flight Training |
| **JACS code:** | TBD |
| **UCAS Code:** | H464  H465 (with Sandwich Year) |
| **Course Code:** | TBD |
| **Route Code:** | TBD |
|  |  |