

Part 1: Programme Specification

Section 1: Basic Data

Awarding institution/body	University of the West of England
Teaching institution	Weston College
Delivery Locations(s)	Weston College
Faculty responsible for programme	Faculty of Business and Law
Modular Scheme Title	N/A
Professional Statutory or Regulatory Body Links	N/A
Highest award title	Foundation Degree Business with Management
Default award title	N/A
Interim award title	Certificate of Higher Education Business with Management
UWE Progression route	BBS BA (Hons) Business Studies or BSc (Hons) Management
Mode(s) of delivery	Full Time Part Time
UCAS code	JACS code N100
ISIS code N1NG	HESA code 27
Relevant QAA subject benchmarking group(s)	Foundation Degree and General Business and Management
On-going	On-going
Valid from (insert date if appropriate)	1 st September 2009 (revised September 2011)
Original Validation Date:	
Latest Committee Approval...	Date:...
Version Code 1	

Section 2: Educational Aims of the Programme

The FdA Business with Management seeks to provide a general introduction to business and management theories and concepts. At the same time the modules enable students to apply knowledge and skills to the business and marketing environment.

The design of the FdA Business with Management balances intellectual and practical skills and requires students to relate learning to the workplace. Learning and work are closely interlinked, however, the approach is not prescriptive as it is recognised that different workplaces will provide different opportunities to relate learning and skills. Work-based learning can be achieved in a variety of forms including part-time work, real work environments and work in the voluntary sector. Students have the opportunity to focus on a variety of theoretical and work-related aspects through the modules at level 1 and level 2.

The programme aims: to allow students to:

1. Study organisations, their management and the changing external environments in which they operate.
2. Study and analyse business and marketing theory and apply to work-based experience
3. Confidently identify and analyse business problems, evaluate alternative solutions and undertake research in a constantly changing business context.
4. Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis in their field of study and in a work context.
5. Study modules covering the wide range of perspectives, principles, practices and contemporary issues that are contained in the real world of business practice at the workplace.
6. Prepare for a career in business and management through the development of existing skills and acquisition of new competences that will enable them to assume responsibility within organisations.
7. Effectively communicate information, arguments and analysis in a variety of forms to specialist and non specialist audiences and deploy key techniques of business effectively in a work context
8. Provide an opportunity to experience and reflect on work-based learning
9. Contribute to society at large by enhancing life-long learning skills and personal development.

The programme places emphasis on the development of knowledge and skills to meet the growing demands and needs of business. It aims to ensure that knowledge and critical understanding of the well established principles used in the business environment are covered. At the same time the programme aims to provide access to Higher Education to students from a wide range of backgrounds in line with the University's policy of widening participation. The accessibility and flexibility of the FdA are its distinguishing strengths and allow students to 'earn whilst they learn', an increasingly attractive proposition for both students and employers and a vital component of the University's strategy for the future.

Section 3: Learning outcomes of the programme

(A) Knowledge and understanding

Knowledge and understanding of:	Teaching/learning methods and strategies
<p><i>On completion of the programme students will have knowledge and understanding of:</i></p> <ol style="list-style-type: none"> 1. Business organisations, how they are managed and the dynamic business environment in which they operate. 2. The nature of markets and customers and the role of marketing 3. The techniques and analytical tools used in the preparation of financial and management accounting information to assist planning, control and decision making 4. The use of a range of quantitative and qualitative techniques and tools to contribute to the planning, control and decision making process. 5. The nature of organisations and the effective use of human resources by organisations in achieving organisational goals 6. The management of resources and operations 	<p><i>Knowledge and understanding is acquired through the programme at levels 1 and 2. The modules at Level 1 provide a foundation with Level 2 modules providing development and a more analytical approach to business and management.</i></p> <p>The primary contributions of the modules are identified below:</p> <p>Acquisition of 1 is through the following modules; Business Environment (L1, UMECQH-20-1), Business Analysis Management (L1; UMECSQ-20-1), Introduction to Financial Analysis (L1; UMACSU-20-1) Organisational Behaviour (L1, UMOQQL-10-1) Experience in the Workplace (L1, UMOCSR-20-1 & L2, UMOCSS-20-2)</p> <p>Acquisition of 2 is through the following modules; Business Communications and Information Management (L1, UMMCSP-10-1), Principles of Marketing (L2, UMKCSW-20-2), Experience in the Workplace modules (L1, UMOCSR-20-1 & L2, UMOCSS-20-2)</p> <p>Acquisition of 3 is through the following modules; Introduction to Financial Analysis (L1; UMACSU-20-1), Financial Information and Decision Making (L2, UMACST-20-2)</p> <p>Acquisition of 4 is through the following modules; Business Analysis (L1, UMECSQ-20-1), Principles of Marketing (L2, UMKCSW-20-2), Financial Information and Decision Making (L2, UMACST-20-2),) Experience in the Workplace (L1, UMOCSR-20-1 & L2, UMOCSS-20-2)</p> <p>Acquisition of 5 is through the following modules; Organisational behaviour (L1, UMOQQL-10-1), Business Communications and Information Management (L1, UMMCSP-10-1), Managing People (L2, UMPCQJ-20-2),) Experience in the Workplace (L1, UMOCSR-20-1 & L2, UMOCSS-20-2)</p> <p>Acquisition of 6 is through the following modules; Introduction to Financial Analysis (L1, UMACSU-20-1) Operations Management (L2, UMMC SV-10-2),) Experience in the Workplace (L1, UMOCSR-20-1 & L2, UMOCSS-20-2)</p>

<p>7. The key features of effective information systems and use of communications technology within an organisation, their purpose, operation and management</p>	<p>Acquisition of 7 is through the following modules; Business Communications and Information Management (L1, UMMCSP-10-1), Principles of Marketing (L2, UMKCSW-20-2), Operations Management (L2, UMMCST-10-2) Experience in the Workplace (L1, UMOCSS-20-1 & L2, UMOCSS-20-2)</p>
<p>8. The different legal and ethical frameworks that need to be considered in business</p>	<p>Acquisition of 8 is through the following modules; Business Environment (L1, UMECQH-20-1), Financial Information and Decision Making (L2, UMACST-20-2), Business Law (L2, UJUT3J-10-2)</p>
<p>9. The relationship between the organisation and the domestic and global economy</p>	<p>Acquisition of 9 is through the following modules; Business Environment (L1, UMECQH-20-1), Organisational Behaviour (L1, UMOCQL-10-1), Principles of Marketing (L2, UMKCSW-20-2), Business Law (L2, UJUT3J-10-2), Experience in the Workplace (L1, UMOCSS-20-1 & L2, UMOCSS-20-2)</p>
<p>10. Work-based business and management research</p>	<p>Acquisition of 10 is through Experience in the Workplace (L1, UMOCSS-20-1 & L2, UMOCSS-20-2)</p>
<p>11. The nature of management and the role of a manager</p>	<p>Acquisition of 11 is through Introduction to Management (L1, UMOCSS-20-1)</p>
<p>12. The procedures and practices of an effective manager</p>	<p>Acquisition of 12 is through Advanced Management (L2, UMOCSS-20-2)</p>
<p>All taught modules use a range of learning approaches including lectures, workshops, group work, individual research, case studies and exercises. Within the <i>Work-Based Learning Modules</i> there is an emphasis on experiential learning and investigation of business practice that enables students to relate their work place experience to models and business theory.</p>	
<p>Assessment Testing of the knowledge base is through a range of formative and summative assessment approaches including coursework (learning outcomes 1–9), oral presentation (learning outcomes 1–9), tasks undertaken under examination conditions (learning outcomes 1–10), and Work-based project/dissertation (10). Employers and work place ‘mentors’ are encouraged to contribute to the formative and summative assessment where appropriate.</p>	

(B) Intellectual Skills

Intellectual Skills	Teaching/learning methods and strategies
<p><i>On completion of the programme students will be able to:</i></p> <ol style="list-style-type: none"> 1. Apply appropriate concepts, business models and analytical techniques to problems and issues arising from both familiar (routine) unfamiliar (new) and work-based situations. 2. Gather, analyse and critically evaluate evidence and information from a range of sources. 3. Use both quantitative and qualitative data to assist with problem solving 4. Identify, consider and analyse business and marketing problems from a range of different stakeholder perspectives using appropriate concepts and frameworks 5. Apply skills of evaluating the business situation, identifying problems and recommending solutions for a range of routine and complex contexts 	<p>Intellectual skills are developed at levels 1 and 2 through a range of learning approaches including case studies of business situations, workshop discussions, group and individual tasks, and Work-based learning activities and tasks.</p> <p>Skill 1 is developed <i>throughout the programme</i> with particular emphasis in the WBL modules</p> <p>Skill 2 is particularly developed in the following modules; Business Environment (L1, UMECQH-20-1), Business Analysis (L1, UMECSQ-20-1), Principles of Marketing (L2, UMKCSW-20-2)</p> <p>Skill 3 is particularly developed in the following modules; Business Analysis (L1, UMECSQ-20-1), Principles of Marketing (L2, UMKCSW-20-2), Financial Information and Decision Making (L2, UMACST-20-2)</p> <p>Skill 4 is particularly developed in the following modules; Organisational Behaviour (L1, UMOCQL-10-1), Introduction to Financial Analysis (L1, UMACSU-20-1), Business Communications and Information Management (L1, UMMCSP-10-1), Managing People (L2, UMPCQJ-20-2), Principles of Marketing (L2, UMKCSW-20-2)</p> <p>Skill 5 is particularly developed in the following modules; Business Analysis (L1, UMECSQ-20-1), Operations Management (L2, UMMC SV-10-2), Business Law (L2, UJUT3J-10-2)) Experience in the Workplace (L1, UMOC SR-20-1 & L2, UMOCSS-20-2)</p> <p>Feedback is provided on a regular basis both informally through discussion and by written comments and the incorporation of employer feedback. Students are required to continuously reflect on their learning and to carry out a self analysis of their knowledge and skills 'gaps' identifying support needs where necessary.</p> <p>Assessment A variety of formative and summative assessment methods are used to demonstrate the acquisition of intellectual skills. These include; business reports, financial, management accounting and statistical analyses of data, group discussions, exams, case studies, interviews by a panel, verbal presentations, learning diaries and the Personal Development Programme profile.</p>

(C) Subject, Professional and Practical Skills

Subject/Professional/Practical Skills	Teaching/learning methods and strategies
<p><i>On completion of the programme, students will be able to:</i></p> <ol style="list-style-type: none"> 1. Present information in a variety of forms appropriate to a business setting including verbal presentations, management reports and interviews with a panel. 2. Deliver presentations to show effective contribution to group projects and problem solving? 3. Carry out research 4. Use information technology to assist with obtaining information, summarising data and presenting findings 5. Analyse and interpret quantitative and qualitative data 6. Select and use subject specific tools and techniques 7. Demonstrate awareness of legal and ethical considerations in proposing solutions for problems 	<p>Skill 1 is developed <i>throughout the programme</i> with particular emphasis in the Experience in the Workplace modules (L1, UMOCSR-20-1 & L2, UMOCSS-20-2)</p> <p>Skill 2 is particularly developed in the following modules; Business Environment (L1, UMECQH-20-1), Principles of Marketing (L2, UMKCSW-20-2)</p> <p>Skill 3 is particularly developed in the following modules; Business Environment (L1, UMECQH-20-1), Principles of Marketing (L2, UMKCSW-20-2), Experience in the Workplace modules (L1, UMOCSR-20-1 & L2, UMOCSS-20-2)</p> <p>Skill 4 is particularly developed in the following modules; Business Environment (L1, UMECQH_20-1), Business Communications and Information Management (L1, UMMCSP-10-1), Experience in the Workplace modules (L1, UMOCSR-20-1 & L2, UMOCSS-20-2)</p> <p>Skill 5 is particularly developed in the following modules; Business Analysis (L1, UMECQH-20-1), Introduction to Financial Analysis (L1, UMACSU-20-1), Financial Information and Decision Making (L2, UMACST-20-2), Experience in the Workplace modules (L1, UMOCSR-20-1 & L2, UMOCSS-20-2)</p> <p>Skill 6 is particularly developed in the following modules; Business Analysis (L1, UMECQH-20-1), Financial Information and Decision Making (L2, UMACST-20-2), Business Communications and Information Management (L1, UMMCSP-10-1), Principles of Marketing (L2, UMKCSW-20-2) Experience in the Workplace modules (L1, UMOCSR-20-1 & L2, UMOCSS-20-2)</p> <p>Skill 7 is particularly developed in the following modules; Business Environment (L1, UMECQH-20-1), Managing People (L2, UMPCQJ-20-2, UJUT3J-10-2), Business Law (L2), Experience in the Workplace modules (L1, UMOCSR-20-1 & L2, UMOCSS-20-2)</p>

	<p>Assessment</p> <p>Skill 1 is primarily assessed by preparation and presentation of a verbal and/or written coursework reports and work-based management reports and panel interviews</p> <p>Skill 2 is primarily assessed through case studies, group presentations of information and group reports</p> <p>Skill 3 is primarily assessed through individual reports and verbal presentations</p> <p>Skill 4 is primarily assessed through individual and group reports and verbal presentations</p> <p>Skill 5 is primarily assessed through formal examination and analysis of real business data for coursework and work-based management reports</p> <p>Skill 6 is primarily assessed through case studies, examination and work-based portfolios</p> <p>Skill 7 is primarily assessed through case studies, examination and work-based portfolios.</p>
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(D) Transferable Skills and other attributes

Transferable skills and other attributes	Teaching/learning methods and strategies
<p><i>On completion of the programme students will be able to:</i></p> <ol style="list-style-type: none"> 1. Work effectively alone 2. Work effectively in groups 3. Present, discuss and defend ideas, concepts and views through formal and informal verbal and written means 4. Process numerical information competently and present findings in an appropriate way to meet the needs of the intended user 5. Use information technology 6. Plan and manage time effectively to achieve objectives and meet deadlines 7. Take responsibility for own learning 8. Reflect on own performance and that of others and provide, and respond positively to, constructive feedback 9. Transfer skills and knowledge across different settings and Work-based contexts 	<p>Transferable skills are developed through an integrated programme of learning, which is built into all common framework modules at levels 1 and 2.</p> <p>Skills 1, 2, 3, 6, 7, 8 and 9 are developed in all core modules.</p> <p>Skills 1, 2, 3, 6, 8, 9 are given particular emphasis in the work-based learning modules.</p> <p>Skill 4 relates particularly to the following modules; Business Analysis (L1, UMECSQ-20-1), Introduction to Financial Analysis (L1, UMACSU-20-1) Financial Information and Decision Making (L2, UMACST-20-2).</p> <p>Skill 5 relates particularly to the following modules: Business Environment (L1, UMECQH-20-1), Business Communications and Information Management (L1, UMMCSP-10-1)</p> <p>Assessment</p> <p>Assessment of transferable skills is accomplished through a range of methods which include written individual and group coursework and verbal presentations, Work-based management reports, peer assessment, employer assessment and involvement on panels and as ‘mentors’ for work related projects and assignments, portfolios, self-assessment, examinations and case studies.</p> <p>Bridging programme</p> <p>For those students who plan to progress their studies to Level 3 and complete an Honours Degree in a Business or related degree, a ‘bridging programme’ will be offered to ensure movement by students from Foundation Degree to Honours Degree is seamless. The ‘bridging programme’ will include development of research skills and will be delivered jointly by the University and the College to facilitate transition. <i>(See Section 7 for details)</i></p>

Foundation Degree Business: Module Map

LEARNING OUTCOMES	REQUIRED MODULES LEVEL 1								REQUIRED MODULES LEVEL 2						
	UMECQH-20-1	UMOCT3-20-1	UMOCQL-10-1	UMECSQ-20-1	UMACSU-20-1	UMMCSP-10-1	UMOCSR-20-1	UMPCQJ-20-2	UMKCSW-20-2	UMACST-20-2	UMMCSV-10-2	UJUT3J-10-2	UMOCSS-20-2	UMOCS3-20-2	
SECTION A KNOWLEDGE AND UNDERSTANDING OF:	BUSINESS ORGANISATIONS – <i>how they are managed and the dynamic business environment in which they operate.</i>	✓		✓	✓	✓		✓					✓		
	MARKETS AND CUSTOMERS – <i>the nature of markets and customers and the role of marketing.</i>						✓	✓		✓			✓		
	TECHNIQUES AND ANALYTICAL TOOLS: <i>used in the preparation of financial and management accounting information to assist planning control and decision making.</i>					✓					✓				
	QUANTITATIVE AND QUALITATIVE TECHNIQUES – <i>the use of a range of tools to contribute to the planning, control and decision making process.</i>				✓			✓		✓	✓			✓	
	NATURE OF ORGANISATIONS – <i>the effective use of human resources by organisations in achieving organisational goals.</i>			✓			✓	✓	✓					✓	
	MANAGEMENT OF RESOURCES AND OPERATIONS.					✓		✓				✓		✓	
	INFORMATION SYSTEMS – <i>the key features of effective information systems and use of communications technology within an organisation, their purpose, operation and management.</i>						✓	✓		✓		✓		✓	
	LEGAL AND ETHICAL FRAMEWORKS – <i>the different legal and ethical frameworks that need to be considered in business.</i>	✓									✓		✓		
	DOMESTIC AND GLOBAL ECONOMY – <i>the relationship between the organisation and the domestic and global economy.</i>	✓		✓					✓	✓			✓	✓	
	WORK BASED AND MANAGEMENT RESEARCH							✓						✓	
	NATURE OF MANAGEMENT – <i>and the role of a manager</i>	✓													
	PROCEDURES AND PRACTICES OF AN EFFECTIVE MANAGER													✓	

Foundation Degree Business: Module Map (continued)

LEARNING OUTCOMES		REQUIRED MODULES LEVEL 1							REQUIRED MODULES LEVEL 2						
		UMECQH-20-1	UMOCT3-20-1	UMOCQL-10-1	UMECSQ-20-1	UMACSU-20-1	UMMCSP-10-1	UMOCSR-20-1	UMPCQJ-20-2	UMKCSW-20-2	UMACST-20-2	UMMCSV-10-2	UJUT3J-10-2	UMOCSS-20-2	UMOCS3-20-2
SECTION B INTELLECTUAL SKILLS:	CONCEPTS, BUSINESS MODELS AND ANALYTICAL TECHNIQUES – <i>apply concepts, business models and analytical techniques to problems and issues arising from familiar and new work based situations</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	GATHER, ANALYSE AND CRITICALLY EVALUATE EVIDENCE AND INFORMATION – <i>from a range of sources</i>	✓			✓					✓					
	USE QUANTITATIVE AND QUALITATIVE DATA – <i>to assist with problem solving</i>				✓					✓	✓				
	IDENTIFY, CONSIDER AND ANALYSE BUSINESS AND MARKETING PROBLEMS – <i>from a range of different stakeholder perspectives using appropriate concepts and frameworks</i>			✓		✓	✓		✓	✓					
	APPLY SKILLS OF EVALUATING THE BUSINESS SITUATION – <i>identifying problems and recommending solutions for a range of routine and complex contexts.</i>				✓			✓				✓	✓	✓	

SECTION C SUBJECT, PROFESSIONAL, PRACTICAL SKILLS:	PRESENT INFORMATION – <i>in a variety of forms appropriate to a business setting including verbal presentations, management reports and interview panels</i>							✓						✓	
	DELIVER PRESENTATIONS – <i>to show effective contribution to group projects and problem solving</i>	✓								✓					
	CARRY OUT RESEARCH	✓						✓		✓				✓	
	INFORMATION TECHNOLOGY – <i>use information technology to assist with obtaining information, summarising data and presenting findings</i>	✓					✓	✓						✓	
	ANALYSE AND INTERPRET QUANTITATIVE AND QUALITATIVE DATA	✓				✓		✓		✓				✓	
	TOOLS AND TECHNIQUES – <i>select and use subject specific tools and techniques</i>	✓					✓	✓		✓	✓			✓	
	LEGAL AND ETHICAL CONSIDERATIONS - <i>demonstrate awareness of legal and ethical considerations in proposing solutions for problems</i>	✓							✓	✓			✓	✓	

Foundation Degree Business: Module Map (continued)

LEARNING OUTCOMES		REQUIRED MODULES LEVEL 1							REQUIRED MODULES LEVEL 2						
		UMECQH-20-1	UMOCT3-20-1	UMOCQL-10-1	UMECSQ-20-1	UMACSU-20-1	UMMCSP-10-1	UMOCSR-20-1	UMPCQJ-20-2	UMKCSW-20-2	UMACST-20-2	UMMCSV-10-2	UJUT3J-10-2	UMOCSS-20-2	UMOCS3-20-2
SECTION D TRANSFERABLE SKILLS AND OTHER ATTRIBUTES:	WORK EFFECTIVELY ALONE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	WORK EFFECTIVELY IN GROUPS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	PRESENT, DISCUSS, AND DEFEND IDEAS, CONCEPTS AND VIEWS – <i>through formal and informal verbal and written means.</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	PROCESS NUMERICAL INFORMATION - <i>competently and present findings in a appropriate way to meet the needs of the intended user</i>				✓	✓					✓				
	USE INFORMATION TECHNOLOGY	✓					✓								
	PLAN AND MANAGE TIME EFFECTIVELY TO ACHIEVE OBJECTIVES AND MEET DEADLINES	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	TAKE RESPONSIBILITY FOR OWN LEARNING	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	REFLECT ON OWN PERFORMANCE - <i>and that of others and provide, and respond positively to, constructive feedback</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	TRANSFER SKILLS AND KNOWLEDGE ACROSS DIFFERENT SETTINGS AND WORK-BASED CONTEXTS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Foundation Degree Business: Assessment Map

		REQUIRED MODULES LEVEL 1							REQUIRED MODULES LEVEL 2						
LEARNING OUTCOMES		UMECQH-20-1	UMOCT3-20-1	UMOCQL-10-1	UMECSQ-20-1	UMACSU-20-1	UMMCSP-10-1	UMOCSR-20-1	UMPCQJ-20-2	UMKCSW-20-2	UMACST-20-2	UMMCSV-10-2	UJUT3J-10-2	UMOCSS-20-2	UMOCS3-20-2
ASSESSMENT METHOD EMPLOYED	UNSEEN WRITTEN EXAM	✓			✓	✓						✓			✓
	SEEN CASE STUDY WRITTEN EXAM		✓						✓		✓				
	OPEN BOOK WRITTEN EXAM									✓		✓			
	INDIVIDUAL WRITTEN COURSEWORK ASSIGNMENT	✓	✓	✓	✓		✓	✓	✓	✓			✓	✓	
	INDIVIDUAL PRESENTATION	✓					✓	✓	✓	✓				✓	
	SHORT ANSWER QUESTIONS			✓	✓										
	RESEARCH BASED WRITTEN ASSIGNMENT					✓								✓	
	PORTFOLIO OF EVIDENCE / DEVELOPMENT LOG							✓						✓	
	CASE STUDY ANALYSIS WRITTEN REPORT										✓	✓			✓
	GROUP CASE STUDY	✓													

Transfer to BA (Hons) degree Level 3 – BA (Hons) Business Studies or BSc (Hons) Management

Level 2

Managing People UMPCQJ-20-2	Principles of Marketing UMKCSW-20-2	Financial Information and Decision Making <i>(pre-req IFA)</i> UMACST-20-2	Operations Management UMMCSV-10-2	Business Law UJUT3J-10-2	Experience in the Workplace 2 UMOCSS-20-2	Advanced Management <i>(pre-req ItoMan)</i> UMOCS3-20-2
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Level 1

Business Environment UMECQH-20-1	Business Analysis UMECSQ-20-1	Introduction to Financial Analysis UMACSU-20-1	Organisational Behaviour UMOCQL-10-1	Business Communications and Info Management UMMCSP-10-1	Experience in the Workplace 1 UMOCSR-20-1	Introduction to Management UMOCT3-20-1
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Section 4: Programme structure

ENTRY ↓	Level 1	<p><u>Compulsory Modules</u></p> <p>UMECQH-20-1 Business Environment (L1, 20 credits)</p> <p>UMOCQL-10-1 Organisational Behaviour (L1, 10 credits)</p> <p>UMECSQ-20-1 Business Analysis (L1, 20 Credits)</p> <p>UMACSU-20-1 Introduction to Financial Analysis (L1, 20 Credits)</p> <p>UMMCSP-10-1 Business Communications and Information Management (L1, , 10 Credits)</p> <p>UMOCSR-20-1 Experience in the Workplace 1 (L1, 20 Credits)</p> <p>UMOCT3-20-1 Introduction to Management : (L1, 20 Credits)</p>	Optional modules	<p>No optional modules are available at level 1</p>	<p>Interim Awards:</p> <p>CertHE Business with Management Credit requirements: 120 at the appropriate level</p> <p>Progression: To progress from Level 1 to Level 2 a student would normally be required to have a minimum of 80 credits at Level 1.</p>
	Level 2	<p><u>Compulsory modules</u></p> <p>UMPCQJ-20-2 Managing People (L2, 20 credits)</p> <p>UMKCSW-20-2 Principles of Marketing (L2, 20 credits)</p> <p>UMACST-20-2 Financial Information and Decision Making (L2, 20 credits)</p> <p>UMMCSV-10-2 Operations Management (L2, 10 credits)</p> <p>UJUT3J-10-2 Business Law (L2, 10 credits)</p> <p>UMOCSS-20-2 Experience in the Workplace 2 (L2, 20 Credits)</p> <p>UMOCS3-20-2 Advanced Management : (L2, 20 Credits)</p>	Optional modules	<p>No optional modules are available at level 2</p>	<p>Awards:</p> <p>FdA Business with Management Credit requirements: 240 at the appropriate level</p>
GRADUATION/ TRANSFER TO LEVEL 3* BA (Hons) Programme					

Work-Based Learning and Employer Involvement

In accordance with the ethos of Foundation Degrees as described by the QAA, the flexible mode of learning offered by the FdA in which a student can 'earn and learn' reinforces the distinguishing feature of this type of degree and students are very much expected to relate their studies to the business environment in which they are working.

40 credits (20 credits at Level 1 and 20 credits at Level 2) are allocated to the Work-based learning modules. Additionally, most students on the programme will normally be employed either on a part time or full time basis or be working in the voluntary sector. If a student is not currently employed in a suitable position or is not able to find a meaningful placement, the College will provide work placements as a 'safety net'. In cases where this has happened in the past, students have been given research projects to undertake on behalf of the College. The College is also willing to provide a placement in the HR, Finance and Marketing departments.

The College will assist students to find and secure a work placement to support their studies.

Employer Involvement

Consideration has been given to the ways in which the work-based learning is appropriate to the particular needs of the relevant employment sector or type of employer, and how the programme helps to provide the knowledge and transferable skills needed for employment.

Authentic and innovative work-based learning is an integral part of the Foundation Degree in Business with Management and its design. It enables learners to take on appropriate role(s) within the workplace, giving them the opportunity to learn and apply the skills and knowledge they have acquired as an integrated element of the programme. It involves the development of higher-level learning within both the institution and the workplace. It is a two-way process, where the learning in one environment (theory) is applied in the other (practice).

The Foundation Degree in Business with Management is intended to provide students with the knowledge, understanding and skills that employers need. Local employers were fully involved in the design of the curriculum and will be involved in the process of regular and evaluation and review of the programme and the monitoring of students, particularly within the workplace.

Weston College has an 'employers liaison' group which meets twice yearly. They have expressed broad support for the development of this programme. Advisory Boards are also held every term, where employers / placement provider representative are invited to attend. Weston College has experience of delivering the Foundation Degree in Business since September 2007 and during this time a number of placements have been secured by students and staff. These employers have been impressed with the calibre of students that we have provided for the placements and have welcomed the opportunity to continue providing placements annually. These employers are also willing to take more than one students each time.

The Foundation Degree Co-ordinator will have overall responsibility for ensuring that all students secure a work placement. All members of the teaching team have been given training to conduct work placement visits and to assess the Health and Safety issues that need to be considered. The Module Leader of the work based learning modules will have responsibility for providing support for students whilst on the placement period.

All placements must be approved by the college before a student starts work based learning. Health and Safety requirements:

- Ensuring learning opportunities relate to programme and module specific outcomes
- Supporting student in the workplace
- Equal opportunities and provisions for students with disabilities
-
- As representatives of Weston college
- Towards the placement provider

Student support and information will be managed by the Work Based Learning Module Leader and the Foundation Degree Co-ordinator. This will involve;

- Arranging placement visits
- Helping students secure placements
- Pre placement induction training
- Health and safety awareness and training
- Checking insurance arrangements
- Cultural orientation and work expectations
- Ensuring that institutional support services remain available to students on placement.
- Re-orientation on students, return to college
- Additional skills preparation
- Designing a means of recording achievements
- Training sessions and workshop opportunities for employers
- Ensure that students are aware of complaints procedures
- Guidance and support workshops to assist students to complete the required evidence for the WBL assessments

The monitoring and evaluation of placements will take place through a variety of mechanisms. Formal feedback will be received from students via module evaluation forms and programme management committee meetings. Employers are also asked to complete an evaluation of the students' performance during the placement and feedback is also generated at the Employer Liaison meetings and Advisory Boards.

Section 5: Entry requirements

Entry at Level 1

GCSE or equivalent in Mathematics and English (Grade C or higher)

"That students who do not have GCSE English and Mathematics at C or an equivalent qualification, must enrol onto a GCSE English and Mathematics course or a key skills literacy programme at Level 3 within the college during the 2 years of the programme. It is a condition that students must have GCSE English or equivalent in order to progress to the BA (Hons) at UWE. Students who do not have the GCSE Mathematics or equivalent will be considered on an individual basis"

And

80 - 120 UCAS Tariff points in any subject

Or

A Level 3 qualification, e.g. BTEC National Award/Certificate/Diploma in Business

Or

National Diploma (Final year): 6 passes or above

Or

Approved Access route

Or

Success at NVQ Level 3 in Accounting, Management or Business Administration

Or

Success at VRQ Level 3 in Accounting or Management

Or

Baccalaureate: IB: 12 points or above

Or

Irish Highers: DD

Note: those applicants without formal academic qualifications who are able to demonstrate at least 2 years' experience of working in an accounting, administrative or management role with an employer at a supervisory level (NVQ Level 3) or above, may be able to join the programme if they have undertaken an interview with the College and can provide evidence from the workplace to support their application. This entry is at the College's discretion and may include the completion of an assignment. All candidates should hold GCSE or equivalent in Mathematics and English (Grade C or higher)

If English is not the student's first language, test results such as IELTS 6.0, TOEFL 570 (or 230 if computer test), NEAB or Cambridge proficiency grade C are required.

Section 6: Assessment Regulations

Approved to University's current Academic Regulations and Procedures

Section 7: Student learning; distinctive features and support

This programme is designed in the spirit of the University Teaching, Learning and Assessment Strategy of the Business School with these five strands:

1. The development of autonomous learners
2. Provision of learning opportunities, which are personally and professionally relevant and quality assured
3. The maintenance of a supportive learning programme
4. The promotion of the scholarship of teaching
5. The provision of continuous professional development opportunities for all staff within a culture of reflective practice

CURRICULUM DESIGN CONTENT AND ORGANISATION

The FdA Business with Management will be delivered by the college staff in partnership with the University of the West of England.

As a partner in the UWE confederation, the college staff can access staff development opportunities available to staff within UWE. The college dedicates Staff Development days for those staff teaching on Higher Education programmes in the institution and it is intended to offer specific development events for those individual staff identified to deliver on this Foundation Degree.

Curriculum design is primarily based upon the ethos and guidelines of the QAA Foundation Degree qualification benchmarks. As such the curriculum design and organisation reflect the defining characteristics of foundation degrees: Employer involvement, accessibility, articulation and progression, flexibility and partnership.

The design of the programme structure has also been informed by the Quality Assurance Agency's (QAA) General Business and Management subject benchmark statements, with the objective of ensuring the development of appropriate knowledge and understanding, intellectual and transferable skills to enable successful students to progress to a BA (Hons) Business degree programme.

The programme is delivered within a modular scheme, which allows credit accumulation and flexibility in the student learning process. The FdA Business with Management is organised around a common framework of three 20 credit modules, two 10 credit modules and two management focused modules of 20 credits each at each level. A 'bridging course', designed and delivered by UWE in collaboration with the federation colleges, will equip students with the research and analytical skills to allow students a seamless transition on to a Level 3 programme of study if they wish to progress to Honours Degree level.

The programme is flexible to enable the FdA to be delivered **on both part time and full time** basis thus meeting the needs of a wide range of learners and providing flexible provision to meet the needs of employers. For the full time programme students will normally study modules totalling 120 credits at Level 1 progressing to modules totalling 120 credits in their second academic year. The part time programme students will study modules totalling 90 credits in year 1 (level 1), 90 credits in year 2, (level 1 and 2) and 60 credits in year 3 (level 2).

Level 1 provides students with a general business foundation to enable them to develop the skills and underpinning disciplinary areas for subsequent years of study. At level 1 the student is introduced to the basic theories and techniques used in business situations as well providing an appreciation of relevance in the organisational and business environment in which these

organisations operate. There is an emphasis on the development of key management skills including communications, financial and statistical analysis and marketing concepts and theory. The Work-based learning module provides students with the opportunity to apply knowledge, understanding and skills developed in other Level 1 modules in investigating and considering real business situations.

Level 2 is structured around the key management areas of business and build upon the introductory modules delivered at Level 1, including human resources, marketing, accounting, and operations as well as providing an appreciation of the legal and ethical context within which businesses operate. The modules at level 2 allow students to advance their knowledge and understanding in this particular discipline. Students further develop their analytical and evaluative skills and the second of the Work-based learning modules provide the opportunity to apply these to the business context. Students will gain knowledge of the main methods of enquiry used by business with the ability to critically evaluate the appropriateness of different approaches to solving problems and apply these in the work context.

The curriculum is organised and designed to develop the students' abilities to become independent learners, to develop confidence in applying business and management models and techniques to real business situations and to take increasing responsibility for their learning as they progress from Level 1 to Level 2. A range of teaching methods will be used throughout the programme with emphasis on more structure and guidance at Level 1.

Work-based Learning and Employer Involvement

In accordance with the ethos of foundation degrees as described by the QAA, the flexible mode of learning offered by the FdA in which a student can 'earn and learn' reinforces the distinguishing feature of this type of degree and students are very much expected to relate their studies to the business environment in which they are working.

At least 40 credits are allocated to Work-based learning modules. Additionally, most students on the programme will normally be employed either on a part time or full time basis or be working in the voluntary.

Employer involvement and maintaining links with employers are fundamental to the delivery of the Foundation Degree and this is achieved through the promotion of various employer roles including for example; **an employers forum, acting as mentors/coaches, providing feedback**, hosting visits to the workplace, setting competitions and business challenges, providing work placements, curriculum development and review, identification of transferable and subject specific skills, contribution to formative and summative assessment.

TEACHING, LEARNING AND ASSESSMENT

The teaching, learning and assessment strategy reflects that of Bristol Business School (and its collaborating faculties) in that it encourages students to assume responsibility for many aspects of their learning and staff to take responsibility for facilitating that learning. The balance of student and staff responsibility varies according to individual student profiles, academic level and according to the nature of the learning outcomes the students are expected to meet. Ultimately, the aim of this programme is to enable students to progress to a high level of autonomy in their learning and to view that learning as an ongoing process over which they have some control, about which they are able to make active choices, and which they are free to challenge.

To achieve this, an appropriate blend of learning approaches and opportunities have been integrated throughout the programme with an overall emphasis on active student participation. This 'blend' consists of face to face learning (lectures and seminars/ workshops) supported by on-line learning through the institutional Virtual Learning Environment, together with exposure to real life examples through case studies, occasional organisational visits and guest practitioner speakers. There is a significant requirement for students to work independently throughout the programme – both individually and in groups - with the level of this independence increasing as the student moves from level one to level two.

Subject specific, professional and transferable skills are developed throughout the programme and in more depth in identified modules i.e. *spreadsheets* in Business Analysis (L1UMECSSQ-201) , *understanding financial information* in Introduction to Financial Analysis (L1, UMACSU-20-1) and Financial Information and Decision Making (L2, UMACST-20-2), *presentation skills* in Principles of Marketing (L2, UMKCSW-20-2), *using the internet* in Business Communications and Information Management (L1, UMMCSP-10-1), *team work and negotiation* in Organisational Behaviour (L1, UMOCQL-10-1) and Managing People (L2, UMPCQJ-20-2), and *research skills* in the Experience in the Workplace modules (L1, UMOCSSR-20-1, & L2, UMOCSS-20-2)

The teaching and learning methods used in the programme intend to challenge the existing perspectives of the students and encourage creative thinking. Thus many of the approaches used, including those that are case based, set concepts and problems in a wide range of contexts to add depth and complexity and to ensure an applied focus. Teaching is based on academic theories, professional experience and significant use of debate and discussion. Through didactic pedagogy students are challenged to defend their thinking.

Assessment is an integral part of the teaching and learning process. The range of assessments indicated in *Section 3* have been incorporated to:

- test the students' ability to integrate concepts theories and practice;
- ascertain their learning strengths and weaknesses and continuing development needs;
- expose students to a variety of assessment methods in order to promote the growth of their life-long learning skills.

The college supports the University assessment regulations and its requirement for controlled conditions to apply to part of the assessment of every module. Forms of assessment commonly used in controlled and non-controlled conditions assessment are: invigilated timed assignments including examinations, presentations, in-class tests, self and peer assessments, individual and group projects and supervised mini-projects, and employer and self-assessment of the placement.

LEARNING RESOURCES

These are defined by the Federation College concerned and may include for example; a learning resource centre for use by FdA students, the range of learning resources including electronic resources, reference material and set texts, links to UWE on-line resources and Bristol Business School electronic resources and the Federation Librarian based at the Bolland Library and induction and learning resource booklets provided by the college.

In addition to membership to UWE's library, students have access to the two Learning Resource Centres at Weston College's Knightstone Road and University Campuses. Both Centres offer a variety of quiet, individual study spaces and facilities for group work. The centres opening hours are arranged to support demand, including several evenings a week until 8pm. Black and white and colour copying and printing, scanners, laminators and binding facilities are available in both LRCs, together with a wide range of reading materials, including academic journals.

Staff Support

The LRCs are staffed by a team of LRC Assistants, Resource Based Learning Assistants, an E-learning Co-ordinator, LRC Co-ordinator and LRC Manager. The LRC team belongs to the Department of Quality and Funding and has strong links with Curriculum Development and Staff Development. The LRC Co-ordinator, is a member of the Weston College HE Management Team and is responsible for liaising with HE staff at Weston College and partner institutions to ensure that appropriate resources and additional support for HE students are available within our LRCs.

Resources

Students may borrow up to 6 items including books, CDs, DVDs and back copies of journals. The standard loan period is three weeks but essential reading will be limited to short loan (1

week) or reference only to facilitate wide use. Weston College is a member of a number of inter-library loan schemes, including SWRLS, CONARLS and The British Library thus enabling students to access a wider selection of academic resources.

A start up budget for new HE courses exists to enable the LRC to purchase key resources on reading lists. Academic staff are invited to request additional resources throughout the academic year. All HE course reading lists are searchable via course code on Weston College Library Catalogue, Heritage Online. Journals: The LRC stocks a variety of business journals, including those highlighted in the module outlines of the FdA Business with Management.

LRC computers are available on a drop-in basis for students to carry out independent research. A variety of E –books and E-journals are accessible via our Virtual Learning Environment, Moodle. This also includes a HE Zone which directs learners to further resources via UWE’s homepage, Blackboard and Library Catalogue.

Other Resources

Computers: The Faculty of Business has 150 Computers available for student use including a designated IT suite for Higher Education students. These Facilities are available for taught lessons with LRC facilities being available for use outside of classroom time. Where appropriate teaching rooms can be made available outside of taught time for HE student use. IT suites have student network and internet access throughout together with access to networked printers. These facilities are supported by a team of IT support technicians and IT Helpdesk.

Staffing:

The teaching team for the FdA Business comprises of 7 teaching staff covering the various subjects included in the programme. Students will receive a weekly group tutorial from the course tutor and individual tutorials for personal / college issues concerns etc. The college operates an open door policy for students; staffs are available to assist students whenever they are not in timetabled classes. Additionally the small group size planned means that students will have greater individual contact with tutors throughout the course.

Location:

All Business students will be taught at the Knightstone Campus within the Faculty of Business Management and IT.

User Education

Compulsory Weston College LRC inductions are carried out by the LRC Co-ordinator during induction week and includes and LC tour, Heritage Online and Moodle demonstration and an introduction to core printed and electronic resources. FdA students will also have the opportunity to visit UWE and will be given an LRC induction.

Additional Resource Based Learning, User Education and Drop – in one to one support sessions are also offered throughout the academic year. The content of which includes: Writing bibliographies & references, plagiarism, performing literature searches and using E-journals. Such sessions are delivered by the LRC Co-ordinator or guests from UWE.

Weston College has a dedicated HE Study area with a number of PC’s available, strictly for HE students only. All HE classes are delivered on the 6th floor of the Knightstone Campus. The 6th floor contains a number of class rooms which have been refurbished specifically for HE students. The floor is dedicated to the HE groups and all classrooms are equipped with brand new equipment, technology and furniture of the highest quality. It has been designated to HE students in recognition that they need to feel that they are getting a ‘HE experience’ whilst studying at the College.

STUDENT SUPPORT AND GUIDANCE

These are defined by the Federation College concerned and would detail the support services available on the college campus student; an outline of the roles of academic staff, module leaders, support staff; student mentoring and tutoring support; induction week details; and support to students with disability.

An important aspect of student support which engenders the spirit of partnership that underpins the Foundation Degree is the level of connection and belonging students are encouraged to feel towards the university during their degree. Opportunities for student visits to the Business School for lectures, guest speakers and other events such as Fresher's Fair and sports events will be organised and managed by the programme managers at each institution.

Careers advice is available to FdA students through the Careers Development Unit (CDU) based at the university. Students also have full access to the CDU's website resources at www.uwe.ac.uk/careers which give comprehensive information and advice as well as details of how to access support. Additional on-line support is available via the link to the career management tool 'My Future' resource at <http://myfuture.uwe.ac.uk/> which students can access externally as well as internally to support them with their career planning.

LINKS TO STUDENT SUPPORT OFFERED BY UWE

Students on the Foundation degree are UWE students and as such also have access to the student support services offered by Bristol Business School and the University. These include the *Business School Student Advice Centre* which can provide advice where necessary on all aspects of the provision, for example coursework and examination arrangements, late work and extenuating circumstances procedures, progression counselling, as well as personal issues such as problems with studying or meeting deadlines, financial matters, ill health and so on, including when relevant how to access the wider support provided by the University. Additionally, *The Business School Placements Office* provides extensive support for students in preparation for, as well as throughout, their Work-based learning period and acts as a recruitment service for employers. Where it is appropriate students at the College will be able to access this service. Students on this programme studying at the College will have access to UWE's library which will enhance their learning materials.

Careers advice is available to FdA students through the Careers Development Unit (CDU) based at the university. Students also have full access to the CDU's website resources at www.uwe.ac.uk/careers which give comprehensive information and advice as well as details of how to access support. Additional on-line support is available via the link to the career management tool 'My Future' resource at <http://myfuture.uwe.ac.uk/> which students can access externally as well as internally to support them with their career planning.

TRANSFER TO LEVEL 3 HONOURS DEGREE AT UWE – BRIDGING COURSE

We recognise that students need to be provided with support to make the transition from a learning environment at their college to studying on the final year of an undergraduate honours degree at UWE. As such we propose running a bridging course of 5 days duration to assist students with making this transition. The course will be run by the College and UWE collaboratively.

It will be run in two blocks; 2 days in July and a further 3 days in September.

The aims of the course will be:

- Familiarisation with UWE and its learning environment
- Familiarisation with UWE's campus and the physical environment
- Making the transition from college to Level 3 of an UG honours degree at UWE.
- Learning and teaching styles and methods at UWE.
- Preparing students for level 3 assessments, and adopting good practice in assessment appropriate for level 3 study.
- Development of high level library skills.
- Preparation for independent research based modules.

The objective of the course is that by the end of the five days the students should have a clearer idea of what is expected of them on Level 3 of a programme at UWE, be familiar with assessment practices and the required levels of research skills to successfully complete level 3 of the UG degree. The course will be designed collaboratively between the participating institutions to ensure that it meets the needs of the students entering UWE from a foundation degree, and assists with their transition as smoothly as possible.

As part of the bridging course an introduction to the Careers Development Unit and the careers skills guidance available for FDA students will be provided.

FdA students at levels 1 and 2 will have the opportunity to visit the UWE campus on at least 3 separate days over the course of the academic year. This will normally be close to the start of each term and includes attending events and fairs during the undergraduate Freshers week, large scale lectures delivered as part of the undergraduate programme within the Business School, lectures given at UWE by guest speakers from industry and academia as well as specific visits set up to meet staff and students at UWE. The BBS Business Studies Society have organised a number of events through their student membership, most recently a charity fundraising event hosted by one of Bristol's leading comedy clubs, which the current foundation degree students have been invited to take part in. The Business Studies Society and the UWE Students Union together provide a myriad of diverse and inclusive events that will form the spine of a concerted effort to involve and integrate the FdA students from all of the participating colleges ahead of their prospective arrival in the third year.

Section 8: Reference points/benchmarks

Four key influences have informed the design of this award:

1. The University's mission statement
2. The University's commitment to widening participation
3. The QAA general business and management benchmark statements
4. The SEEC (Southern England Consortium for Credit Accumulation and Transfer) Credit Level Descriptors 2001

1. The University's Mission Statement

This award reflects the spirit of the university's mission to "advance an inclusive, civilised and democratic society and its enrichment through education, research, consultancy and public service." (www.uwe.ac.uk/vision) The award meets the university's stated aspirations of:

Promoting educational opportunity, - through entry onto the programme and also the encouragement of AL and AEL processes where appropriate.

Exciting and enabling students to shape and enjoy a first class educational and social experience which enlarges the mind, - through the academic content of the modules as well as providing the opportunity for work placements.

Command an exceptionally high reputation amongst employers, - through both the work placement and the high achievements of graduate degree classifications from the BABS award, students are exceptionally well placed for management and professional positions on graduation.

Emphasise the importance of values, the pursuit and utility of knowledge, and the advancement of culture, - through specific academic input at levels 1, and 2 and the students' working environment and resources both at the College, University and on work placements.

2. The Widening Participation Strategy and the UWE Federation

Derived from the principles of the Federation, the foundation degree is an instrumental part of the University's commitment to widening participation and its vision to have an institution which is diverse, inclusive and based solely on the potential to benefit from higher education (HE). The purpose of the Federation is to improve and develop progression opportunities for FE students from under-represented groups as well as grow the potential pool of students who have the potential to progress to HE programmes at UWE or within the colleges concerned. The design and structure of the foundation degree reflects this aspiration by appealing to students from a diverse set of backgrounds and work experience and delivered in locations more local and familiar to students currently attracted to and enrolled on FE courses.

3. The QAA Foundation Degrees and general business and management benchmark statements

The proposed award is informed by the UG Business and Management benchmarks. In order to achieve benchmarks in full students need to complete Level 3 BA (Hons) provision.

The proposed award does purport to achieve these benchmark statements in full.

4. The SEEC (Southern England Consortium for Credit Accumulation and Transfer) Credit Level Descriptors 2001

The proposed award, in common with all undergraduate provision in the Business School conforms with the credit level descriptors

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.

Additional sources of information can be found in the student prospectus, the student handbook, the programme specific definitive document and the QAA student handbook

APPENDIX 1:

The Personal Development Programme

This is skills development programme that will be overseen by the student's personal tutor over the period of the FdA Business. The aim is to guide students towards reflective evaluation of their skills and to identify appropriate strategies to meet any skills 'gaps'.

First semester:

Students meet with their personal tutor and discuss and note their:

- Long term aspirations and short term career objectives
- Personal strengths in relation to career development
- Personal areas for development in relation to career development
- Explore opportunities for career development
- Identify any threats or barriers in relation to career development
- Identify self development needs
- Plan and set priorities for future development

The student and their personal tutor will draft an Action Plan for achieving objective. Students will be asked to consult with their workplace supervisor or mentor to help compile this analysis and will be asked to support statements with evidence and examples.

If a student needs to be referred to third parties or external agencies for specific needs, this will be negotiated with the student and their agreement will be received prior to referral.

Second/third semesters

A programme of skills development is embedded within the FdA programme.

Students are provided with opportunities to develop their skills including:

- Research skills
- Effective time management
- Planning, delivering and evaluating own ability to make a formal presentation
- Presentation and summary of quantitative data
- Preparing a range of written business communication to meet users' needs
- Identifying how interpersonal relationships and communication skills affect managerial performance
- Techniques for reviewing own values and beliefs and their effect on personal decision making
- Career planning and development
- Structured techniques for reflecting on own experience, behaviour and learning styles
- Analyse and review feedback to support professional development
- Solving a problem using creative techniques.
- Contributing effectively to group work
- Developing information technology skills

The personal tutor will meet with each student at least once per semester to update and review the Personal Development Plan, identify achievements and set new targets. Students are encouraged to gather feedback from their workplace mentor and course tutors and peers to help inform the review.

The programme of skills development will be delivered on a workshop basis with a structured programme where students negotiate the appropriate sessions to attend with their personal tutor dependent on their individual skills 'gaps'.