Part 1: Programme Specification

Section 1: Basic Data

Awarding institution/body	University of the West of England
Teaching institution	City of Bath College
Delivery Locations(s)	City of Bath College
Faculty responsible for programme	Faculty of Business and Law
Modular Scheme Title	N/A
Professional Statutory or Regulatory Boy 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	To 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	
Valid from (insert date if appropriate)	1st September 2009 (revised September 2011
Original Validation Date: June 2009	
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 specialise and focus on a variety of theoretical and work-related aspects throughout the level 1 and level 2 modules.

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. 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.

6. 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

7. Provide an opportunity to experience and reflect on work-based learning

8. 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 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
On completion of the programme students will have knowledge and understanding of:	*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.* The primary contributions of the modules are identified below:
1. Business organisations, how they are managed and the dynamic business environment in which they operate.	Acquisition of 1 is through the following modules; Business Environment (L1, UMECQH-20-1), Business Analysis (L1; UMECSQ-20-1), Introduction to Financial Analysis (L1; UMACSU-20-1) Organisational Behaviour (L1, UMOCQL-10-1) Experience in the Workplace (L1, UMOCSR-20-1 & L2, UMOCSS-20-2)
2. The nature of markets and customers and the role of marketing	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)
3. The techniques and analytical tools used in the preparation of financial and management accounting information to assist planning, control and decision making	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)
4. The use of a range of quantitative and qualitative techniques and tools to contribute to the planning, control and decision making process.	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)
5. The nature of organisations and the effective use of human resources by organisations in achieving organisational goals	Acquisition of 5 is through the following modules; Organisational behaviour (L1, UMOCQL-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)

6. The management of resources and operations	Acquisition of 6 is through the following modules; Introduction to Financial Analysis (L1, UMACSU-20-1) Operations Management (L2, UMMCSV-10-2),) Experience in the Workplace (L1, UMOCSR-20-1 & L2, UMOCSS-20-2)
7. The key features of effective information systems and use of communications technology within an organisation, their purpose, operation and management	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, UMMCSV-10-2) Experience in the Workplace (L1, UMOCSR-20-1 & L2, UMOCSS-20-2)
8. The different legal and ethical frameworks that need to be considered in business	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, UJTT3J-10-2)
9. The relationship between the organisation and the domestic and global economy	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, UJTT3J-10-2), Experience in the Workplace (L1, UMOCSR-20-1 & L2, UMOCSS-20-2)
10. Work-based business and management research	Acquisition of 10 is through the) Experience in the Workplace (L1, UMOCSR-20-1 & L2, UMOCSS-20-2) All taught modules use a range of learning approaches including lectures, workshops, group work, individual research, case studies and exercises. Within the *Work-Based Learning Modules* 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. **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.

(B) Intellectual Skills

Intellectual Skills	Teaching/learning methods and strategies
On completion of the programme students will be able to:	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.
1. Apply appropriate concepts, business models and analytical techniques to problems and issues arising from both familiar (routine) unfamiliar (new) and work-based situations.	Skill 1 is developed *throughout the programme* with particular emphasis in the WBL modules
2. Gather, analyse and critically evaluate evidence and information from a range of sources.	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)
3. Use both quantitative and qualitative data to assist with problem solving	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)
4. Identify, consider and analyse business and marketing problems from a range of different stakeholder perspectives using appropriate concepts and frameworks	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)
5. Apply skills of evaluating the business situation, identifying problems and recommending solutions for a range of routine and complex contexts	Skill 5 is particularly developed in the following modules; Business Analysis (L1, UMECSQ-20-1), Operations Management (L2, UMMCSV-10-2), Business Law (L2, UJTT3J-10-2)) Experience in the Workplace (L1, UMOCSR-20-1 & L2, UMOCSS-20-2) **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.

	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, and interviews by a panel, verbal presentations, learning diaries and the ***Personal Development Programme*** profile.

(C) Subject, Professional and Practical Skills

Subject/Professional/Practical Skills	Teaching/learning methods and strategies
On completion of the programme, students will be able to:	
1. Present information in a variety of forms appropriate to a business setting including verbal presentations, management reports and interviews with a panel.	Skill 1 is developed throughout the programme with particular emphasis in the Experience in the Workplace modules (L1, UMOCSR-20-1 & L2, UMOCSS-20-2)
2. Deliver presentations to show effective contribution to group projects and problem solving?	Skill 2 is particularly developed in the following modules; Business Environment (L1, UMECQH-20-1), Principles of Marketing (L2, UMKCSW-20-2)
3. Carry out research	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)
4. Use information technology to assist with obtaining information, summarising data and presenting findings	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)
5. Analyse and interpret quantitative and qualitative data	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)
6. Select and use subject specific tools and techniques	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)
7. Demonstrate awareness of legal and ethical considerations in proposing solutions for problems	Skill 7 is particularly developed in the following modules; Business Environment (L1, UMECQH-20-1), Managing People (L2, UMPCQJ-20-2, UJTT3J-10-2), Business Law (L2), Experience in the Workplace modules (L1, UMOCSR-20-1 & L2, UMOCSS-20-2)

	Assessment
	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
	Skill 2 is primarily assessed through case studies, group presentations of information and group reports
	Skill 3 is primarily assessed through individual reports and verbal presentations
	Skill 4 is primarily assessed through individual and group reports and verbal presentations
	Skill 5 is primarily assessed through formal examination and analysis of real business data for coursework and work-based management reports
	Skill 6 is primarily assessed through case studies, examination and work-based portfolios
	Skill 7 is primarily assessed through case studies, examination and work-based portfolios.

(D) Transferable Skills and other attributes

Transferable skills and other attributes	Teaching/learning methods and strategies
On completion of the programme students will be able to:	Transferable skills are developed through an integrated programme of learning, which is built into all common framework modules at levels 1 and 2 and the pathway modules.
1. Work effectively alone 2. Work effectively in groups	Skills 1, 2, 3, 6, 7, 8 and 9 are developed in all core modules .
3.Present, discuss and defend ideas, concepts and views through formal and informal verbal and written means	Skills 1, 2, 3, 6, 8, 9 are given particular emphasis in the work-based learning modules.
4. Process numerical information competently and present findings in an appropriate way to meet the needs of the intended user	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).
5. Use information technology	Skill 5 relates particularly to the following modules: Business Environment (L1, UMECQH-20-1), Business Communications and Information Management (L1, UMMCSP-10-1)
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	**Assessment** 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. **Bridging programme** 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. *(See Section 7 for details)*

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	UJTT3J-10-2	UMOCSS-20-2	UMOCS3-20-2
SECTION A *KNOWLEDGE AND UNDERSTANDING OF:*	BUSINESS ORGANISATIONS – *how they are managed and the dynamic business environment in which they operate.*	✓		✓	✓	✓		✓						✓	
	MARKETS AND CUSTOMERS – *the nature of markets and customers and the role of marketing.*						✓	✓		✓				✓	
	TECHNIQUES AND ANALYTICAL TOOLS: *used in the preparation of financial and management accounting information to assist planning control and decision making.*					✓					✓				
	QUANTITATIVE AND QUALITATIVE TECHNIQUES – *the use of a range of tools to contribute to the planning, control and decision making process.*				✓			✓		✓	✓			✓	
	NATURE OF ORGANISATIONS – *the effective use of human resources by organisations in achieving organisational goals.*			✓			✓	✓	✓					✓	
	MANAGEMENT OF RESOURCES AND OPERATIONS.					✓		✓				✓		✓	
	INFORMATION SYSTEMS – t*he key features of effective information systems and use of communications technology within an organisation, their purpose, operation and management.*						✓	✓		✓		✓		✓	
	LEGAL AND ETHICAL FRAMEWORKS – *the different legal and ethical frameworks that need to be considered in business.*	✓									✓		✓		
	DOMESTIC AND GLOBAL ECONOMY – *the relationship between the organisation and the domestic and global economy.*	✓		✓				✓		✓			✓	✓	
	WORK BASED AND MANAGEMENT RESEARCH.							✓						✓	

Foundation Degree Business: Module Map (continued)

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	UJTT3J-10-2	UMOCSS-20-2	UMOCS3-20-2
		REQUIRED MODULES LEVEL 1							REQUIRED MODULES LEVEL 2						
SECTION B *INTELLECTUAL SKILLS:*	CONCEPTS, BUSINESS MODELS AND ANALYTICAL TECHNIQUES – *apply concepts, business models and analytical techniques to problems and issues arising from familiar and new work based situations*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	GATHER, ANALYSE AND CRITICALLY EVALUATE EVIDENCE AND INFORMATION – *from a range of sources*	✓			✓					✓					
	USE QUANTITATIVE AND QUALITATIVE DATE – *to assist with problem solving*				✓						✓	✓			
	IDENTIFY, CONSIDER AND ANALYSE BUSINESS AND MARKETING PROBLEMS – *from a range of different stakeholder perspectives using appropriate concepts and frameworks*			✓		✓	✓		✓	✓					
	APPLY SKILLS OF EVALUATING THE BUSINESS SITUATION – *identifying problems and recommending solutions for a range of routine and complex contexts.*				✓			✓				✓	✓	✓	

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	UJTT3J-10-2	UMOCSS-20-2	UMOCS3-20-2
SECTION C *SUBJECT, PROFESSIONAL, PRACTICAL SKILLS:*	PRESENT INFORMATION – *in a variety of forms appropriate to a business setting including verbal presentations, management reports and interview panels*							✓						✓	
	DELIVER PRESENTATIONS – *to show effective contribution to group projects and problem solving*	✓								✓					
	CARRY OUT RESEARCH	✓						✓		✓				✓	
	INFORMATION TECHNOLOGY – *use information technology to assist with obtaining information, summarising data and presenting findings*	✓					✓	✓						✓	
	ANALYSE AND INTERPRET QUANTITATIVE AND QUALITATIVE DATA	✓				✓		✓			✓			✓	
	TOOLS AND TECHNIQUES – *select and use subject specific tools and techniques*	✓					✓	✓			✓	✓		✓	
	LEGAL AND ETHICAL CONSIDERATIONS - *demonstrate awareness of legal and ethical considerations in proposing solutions for problems*	✓						✓	✓				✓	✓	

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	UJTT3J-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 – *through formal and informal verbal and written means.*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	PROCESS NUMERICAL INFORMATION - *competently and present findings in a appropriate way to meet the needs of the intended user*				✓	✓					✓				
	USE INFORMATION TECHNOLOGY	✓					✓								
	PLAN AND MANAGE TIME EFFECTIVELY TO ACHIEVE OBJECTIVES AND MEET DEADLINES	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	TAKE RESPONSIBILITY FOR OWN LEARNING	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	REFLECT ON OWN PERFORMANCE - *and that of others and provide, and respond positively to, constructive feedback*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	TRANSFER SKILLS AND KNOWLEDGE ACROSS DIFFERENT SETTINGS AND WORK-BASED CONTEXTS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Foundation Degree Business: Assessment 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	UJTT3J-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	✓	✓	✓	✓		✓	✓	✓	✓			✓	✓	
	INDIDUAL PRESENTATION	✓					✓	✓	✓	✓				✓	
	SHORT ANSWER QUESTIONS			✓	✓										
	RESEARCH BASED WRITTEN ASSIGNMENT					✓								✓	
	PORTFOLIO OF EVIDENCE / DEVELOPMENT LOG							✓						✓	
	CASE STUDY ANALYSIS WRITTEN REPORT										✓	✓			✓
	GROUP CASE STUDY	✓													

	Section 4: Programme structure			
ENTRY ↓	**Level 1**	<u>**Compulsory Modules**</u> UMECQH-20-1 **Business Environment** (L1, 20 credits) UMOCQL-10-1**Organisational Behaviour** (L1, 10 credits) UMECSQ-20-1 **Business Analysis** (L1, 20 Credits) UMACSU-20-1 **Introduction to Financial Analysis (**L1, 20 Credits) UMMCSP-10-1 **Business Communications and Information Management** (L1, , 10 Credits) UMOCSR-20-1 **Experience in the Workplace 1** (L1, 20 Credits) UMOCT3-20-1 **Introduction to Management :** (L1, 20 Credits)	**Optional modules** No optional modules are available at level 1	**Interim Awards:** **CertHE Business with Management** Credit requirements: 120 at the appropriate level **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.
	Level 2	<u>**Compulsory modules**</u> UMPCQJ-20-2 **Managing People** (L2, 20 credits) UMKCSW-20-2 **Principles of Marketing** (L2, 20 credits) UMACST-20-2 **Financial Information and Decision Making** (L2, 20 credits) UMMCSV-10-2 **Operations Management** (L2, 10 credits) UJUT3J-10-2 **Business Law** (L2, 10 credits) UMOCSS-20-2 **Experience in the Workplace 2** (L2, 20 Credits) UMOCS3-20-2 **Advanced Management :** (L2, 20 Credits)	**Optional modules** No optional modules are available at level 2	**Awards:** **FdA Business with Management** Credit requirements: 240 at the appropriate level

GRADUATION/ TRANSFER TO LEVEL 3* BA (Hons) Programme

WORK BASED LEARNING AND EMPLOYER INVOLVEMENT

The development of an Foundation Degree in Business with Management has three aims to:

- Improve UWE's attractiveness to, and standing with, students, employers and other institutions or educational providers through being more accessible, flexible, innovative and collaborative in the design and delivery of curriculum and training;
- To secure our supply chain of students from key 16-19 providers;

In accordance with the ethos of Foundation Degrees as described by the QAA, the flexible mode of learning offered by the Foundation Degree in Business with Management 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 pathway 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.

The Foundation Degree in Business with Management gives consideration to the ways in which the work-based learning can be made 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 design of the Foundation Degree in Business with Management. 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 integral element of the programme. It involves the development of higher-level learning within both the institution and the workplace and is a two-way process where the learning in one environment is applied in the other.

University Work Based Learning Policy

The College will adhere to the principles espoused in the University's Work Based Learning policy 02/03/05 with an intention to:

- *Have a clear and defensible rationale for work based learning.*

Work based learning will be integrated throughout the Foundation Degree in Business with Management to enable students to apply academic knowledge and concepts to real business problems, wherever possible. Students who are either not in relevant employment or are not employed whilst studying on the course will be supported to find an appropriate work 'experience' to meet these requirements.

- *Ensure the activity of and outcomes from work based learning can capture relevant learning opportunities arising from the work experience.*

Where practicable, assessment processes, both summative and formative will include opportunities to apply learning to the real work environment.

- *Identify the diverse range of knowledge and skills learners will aim to achieve through work based learning outcomes.*

Working in partnership with employers in the Employers' Forum, assessment methods will ensure that appropriate skills are evaluated and developed throughout the programme. Students are encouraged to apply theoretical concepts and knowledge to real business problems wherever feasible.

- *Ensure that procedures are in place to manage a breakdown in partnership arrangement.*

Students will be supported, in the unfortunate event of a breakdown in the partnership arrangement, to find an alternative appropriate work experience.

- *Engender and require evidence of critical reflection throughout the period of work based learning.*

Critical reflection will form an essential part of the programme. The work based mentor will be encouraged to assist in the assessment of a student's skills development as a 'critical friend'.

- *Document the process and outcomes of work based learning in the form that is required for programme and module specifications.*

- *Have regard for central services that support students.*

For those students with specific needs, additional support will be provided to ensure students have opportunities for rewarding work experience by working in partnership with the student, programme tutors and employers.

Work placements and learner support

The Academic Placement Tutor will have overall responsibility for facilitating placements and providing support for students on placement and their employers. For those students who have not secured appropriate placements prior to the start of their programme, the college will provide assistance in identifying and supporting application to suitable placements. In this respect, the college has a network of employers and contacts who could provide such placements. In addition, the college will have a number of work placements that it can provide for those students who are unemployed or encounter difficulties securing an external placement. Indeed, the organisation comprises well-established service departments including Marketing, Finance, Human Resources, Management Information Systems and IT Network Services all suitably equipped to accommodate students who do not have employment access for work placement opportunities. Within these service departments, there is provision for work placement opportunities that would meet the requirements of the Foundation Degree in Business with Management programme. Every effort will be made by the Placement Tutor and programme delivery team to ensure that those learners not in employment are not disadvantaged on the programme and it is of course recognised that such learners may require more support than their employed counterparts. Thus, work 'experiences' within the college will be facilitated to ensure that completion of work-based learning assessments and indeed, securing a comprehensive work-based learning experience is achieved.

The monitoring and evaluation of placements will take place through a series of mechanisms. Formal feedback will be received from students via Module Evaluation Forms and Programme Management meetings. In addition each learner will receive a number of visits during the placement period. It is the intention that the proposed Employer Forum will meet twice yearly and provide feedback to the College on the experience of the work placement from the employer perspective.

Professional placement supervisors will attend initial training sessions and regular updating sessions to assist them with the management of students on work based learning.

The college runs a Foundation Degree in Computing where students on this programme are given the opportunity to work in the College IT Network Services Department as part-time employees. These learners carry out their duties in compliance with the IT Network Services roles and responsibilities as well as meet the criteria for the work-based module of the programme. The college has established links with employers such as Devon County Council and The National Trust. Students on the Foundation Degree in Computing programme work on real-life projects with these employers. The existing placement tutor for this programme has substantive experience in this area and as the module lecturer for the Foundation Degree in Business with Management, his experience, skills and knowledge will be invaluable to the programme.

Equality and diversity

City of Bath College will ensure that discrimination does not take place and that all reasonable adjustments are made during the work placement. A written agreement will be produced and agreed with the placement provider outlining the responsibilities of the provider, the institution and students. This agreement will cover:

- Physical access to the workplace;
- Responsibility for assessing the individual needs of disabled

learners;

- Liability for payment for any adjustments that need to be made for disabled learners;
- Responsibilities for health and safety in the workplace;
- Procedures for risk assessment of activities associated with the work placement;
- Procedures for responding to any difficulties including complaints and health emergencies;
- Procedures for providing feedback to the institution and the disabled student on the student's progress.

City of Bath College will advise placement providers of disability issues and legislation and the expectation that disclosure of a disability should not lead to discrimination in the workplace.

An access audit of the placement provider's premises will be undertaken to ascertain if there are any access problems, adaptations needed or health and safety concerns.

The role of employers

Close links with key local employers will be maintained to ensure that the Foundation Degree in Business with Management meets the needs of local and regional employers. The introduction of an Employers' Forum will provide opportunities for employers to contribute to discussions regarding skills development for the curriculum with participants playing a key role in formative and summative assessment. For work based assignments and projects, students will work with an appropriate 'mentor' in the work place who will provide encouragement, support as well as acting as a 'critical friend'. Those employers taking on a 'mentoring' role will be provided with a mentoring training by the college.

Employers will be invited to contribute to the development and assessment of performance by, for example, participating in the observation/feedback on verbal presentations, involvement with work based assignment and reports. At all times, the tutor of the module retains overall responsibility for final assessment decisions for example, if an employer is invited to participate on a presentation panel for the Business Environment module, the employer will be invited to pose questions to the student at the end of the presentation and to contribute to the panel's discussion regarding the presentation. The course tutor will write up the feedback and assess the final grade. Presentations will be recorded to allow second marking.

In addition, the College has recently established the 'Friends of City of Bath College' group which brings together those individuals and groups from the local community who have a shared interest in promoting success within the College and specifically for this programme.
The Foundation Degree in Business with Management is intended to provide students with the knowledge, understanding and skills that employers need. The proposed Employer Forum will seek to consult with local employers over the content of the curriculum with an aspiration to engage such employers via regular evaluative reviews of the curriculum and the monitoring of students particularly within the workplace.

It is envisaged that the Foundation Degree in Business with Management will challenge our students thinking and knowledge acquisition and the work placement experience will facilitate their critical thinking and guide their career aspirations. Furthermore, the Foundation Degree in Business with Management will serve as a useful barometer to gauge knowledge acquisition and subsequent transfer to the work environment and the extent to which employers approve of the quality of employees they receive as a result. It is anticipated that the Employer Forum will monitor this aspect of the programme via the regular meetings of that body.

Services to Business Unit

The College recognises the importance of working with employers and as part of the strategic plan established the Services to Business unit which forms the outward facing part of the College.

The Services to Business unit already works closely with local employers to identify training needs and deliver both bespoke and standard training provision. In addition, apprenticeship provision is administered and managed from Services to Business and this also offers support to Apprenticeship programmes and employers alike. These links will be further developed by the formation of the Employer Forum.

Services to Business has experience of supporting students in work placements via Apprenticeship programmes. Each student will be allocated a Work Placement Supervisor who will provide support and guidance to them whist on the work placement. Academic Placement Tutors will assess students within the workplace and provide advice as to the evidence required to achieve the learning outcomes of the Work Based Modules.

Work Placement Supervisors will attend initial training sessions and regular updating sessions to assist them with the management of students on work based learning.

Our Customer Relationship Manager principally, but supported by Services to Business colleagues, forms the link between the College and the employers with a responsibility to raise awareness of the College provision with employers, identify training needs and provide necessary training solutions in key areas.

Participating employers will play an important part in the Foundation Degree in Business with Management programme by mentoring learners placed within their organisation, providing feedback on the learners as they complete work placement and work experience modules. Employers will also be invited to sit on assessment panels and observe presentations made by learners as part of their Work Based Learning assessment.

Section 5: Entry requirements

Entry at Level 1

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

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.

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 builds 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.. 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 pathway 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 and providing feedback. In addition employers will contribute were applicable towards 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 (Blackboard), 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 this programme and in more depth in identified modules e.g., *spreadsheets* in Business Analysis (L1,UMECSQ-20-1), *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, UMOCSR-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 Academic Regulations and Procedures (ARP) 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.

Staff

There are 5 full time and 5 part time Library staff, 3 FTE Blended Learning staff, an ILT Trainer, 1.5 Blended Learning Facilitators and the Learning Centre Manager. Three of the Library staff are qualified at level 4/5 in Library & Information Science. In addition, Level 3 Library & Information Science qualifications are held by two Library Facilitators. Assistance with using ICT for students will be provided in the Centre by staff from the College Network Services helpdesk, as well as Library enquiry staff.

Resources

The library is open:
        Monday - Thursday: 08.45 - 20.30
        Friday: 08.45 - 16.30
        Saturday: 09.30 - 12.30

The Centre contains 20 PCs for student use throughout the library area, a group study room and separate IT suites for timetabled groups.

In addition there are approximately 60 study spaces in the library area and in a separate quiet study area.

Audio-visual equipment is available to play analogue and digital resources such as tapes, CDs and DVDs.

A range of electronic resources is available via the College intranet and VLE, as well as access to partner universities' electronic resources.

Resources are purchased at the request of teaching staff, and regularly reviewed and edited. A range of loan options (2 week, 1 week or reference only) helps to ensure that resources are available when required by students and are fairly distributed. Higher Education students are given a borrowing allocation of 10 items.

Learning Centre support

Students are given an induction of the Learning Centre early in their course, followed by Information Skills sessions to introduce them to printed and electronic resources in their subject area.

Qualified staff at the Enquiries Desk in the Library also gives assistance. Programme teaching staff will supply Library staff with assignments in advance of giving them to students, so that an Assignment Research Sheet can be completed giving guidance on useful sources of information, including websites.

A range of information sheets is available in subject areas to encourage students to consult a wide range of sources of information.

Evaluation of Service

In addition to the College student survey, which contains questions about the Learning Centre, an annual survey of Learning Centre users is conducted.

The Learning Centre Manager attends meetings of the Education Forum to hear feedback from the Student Course Representatives. Focus Groups are also held for several groups of students, eg, Higher Education, Access and Vocational.

Staff attend HE Staff/Student Liaison Committees and feedback from these sources informs the College Self Assessment Report and Development Plans for the following year as well as being posted on the Centre's notice board for students to see.

STUDENT SUPPORT AND GUIDANCE

The College recognises that receipt of excellent personal support for students is vital if they are to prosper on their course. City of Bath College has substantial facilities and resources on hand to ensure that students achieve their potential.

For full-time students, there is a well-established personal tutor system although part-time students will be supported by their lecturers in these aspects appropriately. Students can draw on the help of a counselling service that is free and confidential for all. The Student's Union also provides additional support.

There is also a Welfare Advisor who has particular knowledge of financial support that can be used by students. The College has a Prayer Room for use by students and staff of any faith. The College also has links with organisations in Bath representing a range of faiths and cultures and can provide students with information about these on request.

Those seeking advice on progression from their course at the College can call on the assistance of the Careers Advisors who are supported by the local Connexions service.

Additional learning support is available to assist any student with issues with their learning. There is a Higher Education Learning Support Coordinator, who specialises in Higher Education.

Further details may be found at http://www.citybathcoll.ac.uk/student_services .

Student Feedback – students are issued with a questionnaire in the middle of the first and second semesters for each academic year. This covers the Programme in general, each module in particular and staff teaching effectiveness. Feedback is collated and discussed by the Programme team. Action is taken to address issues raised with students are being debriefed on outcomes.

Teaching methods employed on the programme will be determined by each member of staff as appropriate to each module's content. Consequently, a wide variety of methods are used, both across and within individual modules. Some examples of teaching methods to be used during the course include:

- Formal Lectures
- Individual and group tutorials

- Supervised class work
- Site visits
- Peer group learning
- Student presentations
- Drop in sessions
- Feedback on assignments
- Individual and group projects
- Reading and independent study

Feedback on formative assessment will be predominantly oral during class contact time and during tutorials. Written feedback is provided with all summative assessment material and assignments. The effectiveness of these methods is monitored through regular student feedback and teaching observations.

Tutorials Full-time students have 1.5 hours group tutorial per week. Staff are available to see students on a 1:1 basis outside of this time.

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 Foundation Degree 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 heath 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 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 College and UWE will run the course 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 a 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.

STUDYING AT CITY OF BATH COLLEGE

The College provides a mature and adult environment with a diverse mix of students from the local area and the rest of the world. Although the majority of full time learners are aged 16-19, we cater for many adult students too. This mix of students and the adult approach to learning provide an ideal environment to develop individual social and communications skills as well as achieving qualifications. The College is committed to developing people that can move into careers with the skills needed to prosper.

City of Bath College is located in the centre of Bath making bus, car and train transport to and from nearby towns very easy. Bath is a vibrant location with excellent shopping and recreation facilities and historic buildings of note. It provides a unique base for students to learn in and adds to the overall experience of being a City of Bath College Higher Education student.

Student Union - the College has a very active Student Union. Every student automatically becomes a member and in turn joins the National Union of Students (NUS) entitling individuals to many benefits including discounts on a wide range of products and services. The College runs a number of sports and social clubs and arranges social events, parties and trips throughout the year. A monthly magazine is produced by students for students and the College website has the latest news about what is happening (www.cbcsu.org.uk). An elected president runs the Student Union and committee of students and all learners have the opportunity to get involved. This offers learners the opportunity to have a voice in the College and to provide input on important issues.

Resources and Facilities - all students have free computer and internet access in the College Learning Centre and in the Hive – an IT based study area as well as in many classrooms and IT study rooms. Many general classrooms incorporate interactive teaching and learning and the College is committed to developing further 'blended learning' where students are able to use a whole range of electronic resources to support their studies.

Employer Links and Work Experience Opportunities – the College has close working relationships with many local employers and which enables the College to offer programmes of study that best provide the sort of learning experience that is most relevant to future careers.

Sporting Links - working together with Bath Rugby Academy, City of Bath College is also one of only a handful of Colleges nationally who work in partnership with Premiership rugby clubs and the RFU) to deliver an Advanced Apprenticeship in Sporting Excellence for elite rugby players.

Support available – support available to Foundation Degree students include personal tutor provision, the learning centre, access to careers advisors and learning skills, childcare, advice with accommodation, welfare advisor support, religious support and counselling and mentoring advice.

Catering – the College operates a Cyber Café offering a range of hot and cold snacks. Throughout the College there are free water coolers supplying fresh cold drinking water and vending machines for the purchase of hot and cold drinks and snacks.

The Student Common Room and Refectory is open to students and staff offering value for money breakfasts and lunches, savoury products, sweets and vegetarian meals.

The Shrubbery is a table service restaurant open to students, staff and the public for quality lunches and evening meals prepared and served by the catering professionals of the future with all food prepared, cooked and served by students.

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 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 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'.