CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

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Part 1: Basic Data	
Awarding Institution	University of the West of England
Teaching Institution	Weston College
Delivery Location	Weston College
Study abroad / Exchange / Credit recognition	*n/a*
Faculty responsible for programme	Faculty of Business and Law
Department responsible for programme	Bristol Business School: Business and Management
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*
Fall-back Award Title	*n/a*
Interim Award Titles	Certificate of Higher Education Business with Management
UWE Progression Route	BA (Hons) Business and Management
Mode(s) of Delivery	FT/ PT
Codes	**UCAS:** **JACS:** N100 **ISIS2:** N1NG **HESA:** 27
Relevant QAA Subject Benchmark Statements	Foundation Degree Characteristics Statement (2015) and Subject Benchmark Statement: Business and Management (2015)
First CAP Approval Date	1 June 2016	Valid from	September 2016
Revision CAP Approval Date		Revised with effect from	
Version	2		
Review Date	September 2021		

Part 2: Educational Aims of the Programme

The FdA Business with Management seeks to provide an introduction to business and management theories and concepts whilst at the same time allowing students to apply them to real life work place scenarios.

The design of the FdA Business with Management balances intellectual and practical skills with experiential learning within the workplace. Work-based learning can be achieved in a variety of forms

Part 2: Educational Aims of the Programme

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 though 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. Develop a personal develop plan through experiential learning, reflection and work based learning

9. Understand the role and implications of being a global citizen.

The programme places emphasis on the development of knowledge and skills to meet the growing demands and needs of business. It aims are to ensure that the student has the skills, knowledge and critical understanding of the principles used in the business environment. The development of academic skills to allow for further and future development of the student is also seen as a key principle behind the FdA Business with Management.

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.

The programme aligns with both the Foundation Degree Characteristics (2015) and the QAA Benchmark Statements for Business and Management (2015).

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

This course provides a unique experience of both theoretical and experiential business education. It equips students with the knowledge, skills and experience for a successful career in a globalised business environment. It offers the broadest range of modules, ensuring a breadth of knowledge to support students in their future career aspirations.

A key component of the foundation degree in Business with Management is the development of employability skills and graduate attributes. With this in mind employers were consulted throughout the development of the programme to ensure that appropriate skills and knowledge were incorporated within it.

Work based learning is seen as an integral part of the foundation degree in Business with Management and is regarded as a vital component in the development of both employability skills and graduate attributes. Work based learning ensures that students have the opportunity to develop both a reflective approach as well as developing the practical skills that employers expect from graduates.

Successful completion of the programme requires students to be independent, analytical, critical and

Part 2: Educational Aims of the Programme
reflective. It requires them to work effectively within diverse teams and demonstrate strong information literacy, a spirit of enquiry and to be reflective in practice. It will also require a broad theoretical and practical knowledge of a range of business functions and the broader international business environment.

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

This section should set out what a student is expected to know, understand and be able to do on successful completion of the programme. It will be particularly important for an approval panel to be able to judge the extent to which these reflect the Educational Aims set out in Section 2.

The Learning Outcomes should be set out under the following four headings:
A. Knowledge and Understanding (subject specific)
What a student, on successful completion of the proposed programme (or at different stages within it) is expected to know and understand about the subject.

B. Skills of particular relevance to business and management

Graduates should be able to demonstrate a range of cognitive and intellectual skills together with competencies specific to business and management. Graduates should also be able to demonstrate relevant personal and interpersonal skills. These include both subject-specific and generic skills.

C. Other generic skills and attributes
Any subject specific, professional or practical skills which are expected to be developed by a student successfully completing the programme. They may include skills of manipulation or observation (eg in a laboratory or field setting), design, production, or may be related to researching (a topic or problem), using and processing information or analysing textual content etc.

Where work-based or work-place learning is an intended part of the proposed programme, the team will need to ensure that the learning outcomes are clearly articulated and contribute to the overall aims of the programme.

Learning outcomes with an Education for Sustainable Development (ESD) context should be highlighted. There is no expectation that all modules within a programme will consider ESD but in order to meet the expectation that a programme will consider ESD **modules at each level of study must explicitly consider ESD**.

Part 3: Learning Outcomes of the Programme

Learning Outcomes:	UMEDKR-15-1	UMADKS-30-1	UMMDKT-15-1	UMODKU-15-1	UMKDKV-15-1	UMODKW-30-1	UMSDKX-30-2	UMADKY-15-2	UMPDL3-30-2	UMKDL4-30-2	UMODL5-15-2
A) Knowledge and understanding of:											
MARKETS: the development, access and operation of markets for resources, goods and services.	X				X					X	
MARKETING AND SALES: different approaches for segmentation, targeting, positioning generating sales and the need for innovation in product and service design.		X			X		X			X	
CUSTOMERS: management of customer expectations, relationships and development of service excellence.			X		X		X			X	
FINANCE: the sources, uses and management of finance and the use of accounting and other information systems for planning, control, decision making and managing financial risk.		X					X	X			
PEOPLE: leadership, management and development of people and organisations including the implications of the legal context.			X	X					X		
ORGANISATIONAL BEHAVIOUR: design, development of organisations, including cross-cultural issues, change, diversity and values.				X					X		
OPERATIONS: the management of resources, the supply chain, procurement, logistics, outsourcing and quality systems.			X						X		
INFORMATION SYSTEMS AND BUSINESS INTELLIGENCE: the development, management, application and implementation of information systems and their impact upon organisations.		X								X	
COMMUNICATIONS: the comprehension and use of relevant communications for application in business and management, including the use of digital tools.				X						X	X

Part 3: Learning Outcomes of the Programme											

	UMEDKR-15-1	UMADKS-30-1	UMMDKT-15-1	UMODKU-15-1	UMKDKV-15-1	UMODKW-30-1	UMSDKX-30-2	UMADKY-15-2	UMPDL3-30-2	UMKDL4-30-2	UMODL5-15-2
DIGITAL BUSINESS: the development of strategic priorities to deliver business at speed in an environment where digital technology has reshaped traditional revenue and business models		X				X			X		
BUSINESS POLICY AND STRATEGY: the development of appropriate policies and strategies within a changing environment to meet stakeholder interests, and the use of risk management techniques and business continuity planning to help maximise achievement of strategic objectives.	X								X		
BUSINESS INNOVATION AND ENTERPRISE DEVELOPMENT: taking innovative business ideas to create new products, services or organisations including the identification of Intellectual Property and appreciation of its value						X			X		
SOCIAL RESPONSIBILITY: the need for individuals and organisations to manage responsibly and behave ethically in relation to social, cultural, economic and environmental issues				X			X	X	X	X	
Learning Outcomes:											
(**B) Skills of particular relevance to business and management**											
PEOPLE MANAGEMENT: to include communications, team building, leadership and motivating others.			X	X				X			
PROBLEM SOLVING AND CRITICAL ANALYSIS: analysing facts and circumstances to determine the cause of a problem and identifying and selecting appropriate solutions.	X	X				X		X			
RESEARCH: the ability to analyse and evaluate a range of business data, sources of information and appropriate methodologies, which include the need for strong digital literacy, and the ability to use research for evidence-based decision-making		X				X	X	X			

Part 3: Learning Outcomes of the Programme

	UMEDKR-15-1	UMADKS-30-1	UMMDKT-15-1	UMODKU-15-1	UMKDKV-15-1	UMODKW-30-1	UMSDKX-30-2	UMADKY-15-2	UMPDL3-30-2	UMKDL4-30-2	UMODL5-15-2
COMMERCIAL ACUMAN: based on an awareness of the key drivers for business success, causes of failure and the importance of providing customer satisfaction and building customer loyalty.	X		X	X	X					X	
INNOVATION, CREATIVITY AND ENTERPRISE: the ability to act entrepreneurially to generate, develop and communicate ideas, manage and exploit intellectual property, gain support, and deliver successful outcomes						X				X	
NUMERACY: the use of quantitative skills to manipulate data, evaluate, estimate and model business problems, functions and phenomena		X					X	X			
NETWORKING: an awareness of the interpersonal skills of effective listening, negotiating, persuasion and presentation and their use in generating business contacts.	X	X		X		X	X		X	X	
Learning Outcomes:											
(C) Subject/Professional/Practical Skills											
Ability to work collaboratively both internally and with external customers and an awareness of mutual interdependence.						x	X			X	X
Ability to work with people from a range of cultures.						x	x			X	x
Articulating and effectively explaining information.	X	X	X	X	X	X	X	X	X	X	X
Building and maintaining relationships.			X	X	X				X	X	X
Communication and listening including the ability to produce clear, structured business communications in a variety of media.					X					X	X
Emotional intelligence and empathy.			X	X					X		

Part 3: Learning Outcomes of the Programme												
Conceptual and critical thinking, analysis, synthesis and evaluation.	X	X	X	X	X	X	X	X	X	X	X	
Self-management: a readiness to accept responsibility and flexibility, to be resilient, self-starting and appropriately assertive, to plan, organise and manage time.	X	X	X	X	X	X	X	X	X	X	X	
Self-reflection: self-analysis and an awareness/sensitivity to diversity in terms of people and cultures. This includes a continuing appetite for development				X		X			X		X	

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

The main focus of learning and teaching is through both academic and experiential learning.

Learning and teaching methods for the FdA Business with Management are varied and will include:

1. Taught sessions.
2. Seminars
2. Practical workshops.
3. A package of self-study tasks.
4. In course and final controlled condition assessments.

The range of modules that comprise the individual programme is structured in order to enable a logical skill and academic development. Students will undertake both formative and summative assessment throughout the programme that will aid in this development. The combination of structured teaching and the student's own research and development, whether individually or in groups, allows for intellectual development as well skills and personal development.

Support for students with disabilities/additional needs

Before enrolment, contact is made with applicants to request information about known disabilities or need for additional support. At enrolment, all students are screened using the Quickscan programme for SpLD. Consultations are arranged between students and the disability adviser to discuss potential support needs and diagnosis. Many students are picked up at this stage who have not previously accessed support. The disability adviser supports the students through diagnosis of need and application for support through the DSA. In many cases, students not eligible for DSA can still be offered additional support directly from Weston College.

The disability adviser works closely with the support team and the course curriculum tutors to deliver the 1:1 support as required. The team works diligently to ensure differentiation in the classroom and reasonable adjustments to all controlled components of the degree course are made, in line with the Equality Act.

The support team design and deliver training for HE curriculum staff that runs on HE Continuing Professional Development days. Regularly training is also provided for HE support staff.
The disability adviser regularly runs student forums to obtain feedback from students with additional needs that feeds back into the support provision on offer.

Induction activities;

All students undergo an initial assessment at Weston College with the view to the identification of specific learning requirements. In addition students also undertake an introductory essay within the first week of joining in order for the teaching staff to identify the academic standard of each student and allow for an academic action plan to be developed and discussed with each student within their tutorials.

There is supplementary instruction in study skills available via Weston's HE LibraryPlus (HELP) programme.

Supplementary instruction is also via online tutorials and staff will provide links to these materials via the VLE.

Career planning and preparation;

Career planning and preparation for the world of work is integrated within all modules with the view to developing the student skill set, knowledge and or experience is at the centre of the course ethos. This is seen through the development of work based modules, real life briefs and visiting industry speakers. The development of the PDP within work based learning is seen to be key to aid in focusing the

student on their development and development needs.

At UWE, there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the programme. This contact time encompasses a range of face to face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the FdA Business with Management programme teaching is a mix of scheduled, independent, and placement learning as described below.

Types of learning situation

1. Contact with the tutor (contact or **scheduled hours**) learning activities such as lectures, seminars, tutorials, studio sessions, fieldwork, visits, etc. which involve the direct, timetabled support of academic and technical staff.

2. Study outside class times as directed by the lecturer (**directed learning**), learning activities undertaken by students at the instigation of staff which involve the completion of programmed tasks such as supplementary reading, the completion of assignments, skills development, and search and find activities, group work.

3. Study at students' own initiative (**independent learning**) learning activities undertaken by students which may supplement supported and/or directed study and allows them to pursue special interests in depth or extend their interests outside the programme curriculum.

3. Work based learning is a feature of this programme (**placement learning**).

Work based Research happens in year 1 - this is where students are asked to undertake a specific project by an employer and builds on the skills taught in class on research techniques and analysis. In year 2 students undertake a placement for the Work based learning module that will help develop the students' employability skills.

There will be opportunities for work-based and work-related learning including visits to organisations as well as live briefs from industry (Social Media Marketing Module). Staff will arrange visits and opportunities for learning and participation outside the formal curriculum.

Description of the teaching resources provided for students

Each module has a subject guides that provides an overview of the subject areas, the syllabus, recommended texts and additional reading, and exercises. Additional support is provided through the Blackboard VLE (and Weston Colleges Moodle) facility together with access to on-line library facilities.

Additional support for students is provided through the study skills on-line provision which is covered in the induction period.

There is supplementary instruction in study skills available via Weston's HE LibraryPlus (HELP) programme.

Description of any Distinctive Features

Students are encouraged to engage in the wider world and in particular developing employability skills. Students will be exposed to a range of industry focused opportunities including visits, industry talks, industry set assessments, work based research and work based learning.

All modules are compulsory whilst there is scope for choice within the content.

	Part 5: Assessment

Approved to <ins>University Regulations and Procedures</ins>

Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

All assessments are undertaken in line with the UWE Assessment Policy. With regards to assessment and examination, they are managed through the programme coordinator and internally and externally verified with UWE staff prior to being sent to the external examiner prior to being issued to students. Examples of past papers/assessments are available and mock examinations have been introduced before the Christmas break to gauge student understanding against the module outcomes. Once completed all assignments and examinations are doubled marked by subject specialists at both the college and UWE prior to submission to UWE exam boards.

Link tutors will visit in line with regulations. Link tutors will be invited to attend at least 2/6 programme level team meetings per year in accordance with Weston College for Higher Education Programme Team Meetings.(HEPTM)

Assessment Map

The programme encompasses a range of **assessment methods** including; ….. *(eg essays, posters, presentations, written examinations)*. These are detailed in the following assessment map:

Assessment Map for FdA Business with Management

If group work please add a 'G' in the box i.e. A(G)		Type of Assessment*								
		Exam	Oral assessment and/or presentation	Poster Presentation	Practical Assessment	Case Study/ Feasibility Study	Reflective Journal	Written Assignment	Report / Project	Literature Review	Work based Portfolio
Compulsory Modules Level 1	UMEDKR-15-1		A (50)					B (50)			
	UMADKS-30-1	A (50)	B (20)					B (30)			
	UMMDKT-15-1	A (100)									
	UMODKU-15-1			A (40)					B (60)		
	UMKDKV-15-1	A (100)									
	UMODKW-30-1			A (25)					B (75)		
Compulsory Modules Level 2	UMSDKX-30-2			A (30)		A (70)					
	UMADKY-15-2	A (40)				B (60)					
	UMPDL3-30-2	A (30)	B (35)							B (35)	
	UMKDL4-30-2		A G (60)					B (40)			
	UMODL5-15-2							B (50)			A (50)

*Assessment should be shown in terms of either Written Exams, Practical exams, or Coursework as indicated by the colour coding above.

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:
level and credit requirements
interim award requirements
module diet, including compulsory and optional modules

ENTRY

		Compulsory Modules	Optional Modules	Interim Awards
	Year 1	Understanding the Business Environment UMEDKR-15-1 (15 credits) Introduction to Financial Interpretation UMADKS-30-1 (30 credits) Operations Management UMMDKT-15-1 (15 credits) People and Organisations UMODKU-15-1 (15 credits) Principles of Marketing UMKDKV-15-1 (15 credits) Work-based Research Methods UMODKW-30-1 (30 credits)	None	**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.

		Compulsory Modules	Optional Modules	Interim Awards
	Year 2	Business Planning and Entrepreneurship UMSDKX-30-2 (30 credits) Financial Management UMADKY-15-2 (15 credits) Human Resource Management UMPDL3-30-2 (30 credits) Social Media Marketing UMKDL4-30-2 (30 credits) Work Based Learning UMODL5-15-2 (15 credits)	None	

GRADUATION/TRANSFER TO LEVEL 3* BA(Hons) Business and Management programme

Part time:
The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student.**

Programme Structure   Part Time

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Year 1.1	Principles of Marketing UMKDKV-15-1 (15 credits) Work-based Research Methods UMODKW-30-1 (30 credits) Operations Management UMMDKT-15-1 (15 credits) People and Organisations UMODKU-15-1 (15 credits)	None	**CertHE Business with Management** Credit requirements: 120 at the appropriate level
	Year 1.2/2.1	Introduction to Financial Interpretation UMADKS-30-1 (30 credits) Understanding the Business Environment UMEDKR-15-1 (15 credits) Human Resource Management UMPDL3-30-2 (30 credits) Work Based Learning UMODL5-15-2 (15 credits)		**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.

		Compulsory Modules	Optional Modules	Interim Awards
	Year 2.2	Social Media Marketing UMKDL4-30-2 (30 credits) Business Planning and Entrepreneurship UMSDKX-30-2 (30 credits) Financial Management UMADKY-15-2 (15 credits)		

GRADUATION/TRANSFER TO LEVEL 3* BA(Hons) Business and Management programme

Part 7: Entry Requirements

The University's Standard Entry Requirements apply *:

Tariff points as appropriate for the year of entry - up to date requirements are available through the courses database.

The University's Standard Entry Requirements apply.

Applicants should normally have completed one of the following:
- A Foundation course of at least one year's duration.
- 160 UCAS points obtained through one of the following: 2 or more A levels to ideally include a grade C in a related area
- A BTEC extended diploma or national diploma in an appropriate art and design subject or other evidence of potential to study at degree level.
- An Access to HE programme in Art and Design or a related subject.
- Advanced diploma in related area.

- **English Language Requirements:**
- All students will normally have a recognised English Language qualification of at least GCSE grade C or equivalent to include functional skills. . If English is not the first language an IELTS 6.0 is required,

Include in this section any AL / AEL requirements to enter the programme.

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).

Part 8: Reference Points and Benchmarks

Description of *how* the following reference points and benchmarks have been used in the design of the programme:

QAA UK Quality Code for HE
> National qualification framework
> Subject benchmark statements
> Qualification characteristics for Foundation degrees and Master's degrees (if applicable)
> Foundation Degree Characteristics Statement (2015)

University strategies and policies
Staff research projects
Any relevant PSRB requirements
Any occupational standards
Reference should be made to the graduate outcomes identified in the QAA-HEA Guidance

The Business and Management subject benchmarks (2015) together with the Foundation degree benchmarks were used in the development of the programme.
http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2915

All of the documentation above was made available to the staff team and industry consultants in the development of the programme. It is essential to refer to the QAA foundation benchmark in order to check that the requirement are included- and the FHEQ to check levels.

Part 8: Reference Points and Benchmarks

QAA subject benchmarks were used to guide content development. HEA guidance on graduate attributes informed the programme and module learning outcomes.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

A range of methods have been used in the development of this programme including direct involvement of students and employers in meetings, specific student consultation forums and in a programme development away day.

Representatives from industry have been consulted frequently throughout the development of the programme

Student consultation took place on 30/3/2016, Current second year FdA Business with Management Students, so had full knowledge of the current provision.

The student forum was undertaken in 2 parts:-

Part one asked questions about the current course – about which aspects of the programme students enjoyed and preferred, disliked or didn't enjoy – wanted more of/ less of – It asked them to consider what they felt they wanted to progress to in terms of a career and what they might see themselves doing in 5 years' time.

In Part 2, Foundation degrees were explained. The development team explored with the students what they thought about the new modules and if there were any aspects they would change. Responses were made verbally at the meeting. Response to individual questions were collated by the Student Engagement Officer and the development group met the following day to analyse the student response.

Evidence from annual programme monitoring and review of foundation programmes in related fields has indicated best practice .External examiner reports have also guided staff in determining how best to ensure a high quality learning and teaching experience for all students.

Other Reference Points.

The following reference points and benchmarks have been used in the design of the programme:
The learning outcomes of the programme map against both the QAA subject benchmark statement for General Business & Management.

Foundation Degree Qualification Benchmarks.
UWE Assessment Regulations

Staff research projects
- Where ever possible staff are encouraged to utilize their research – and that of colleagues – to inform their teaching, both in terms of content and pedagogic approach

Employer interaction and feedback
- Employers and alumni are regularly consulted to ensure the currency and relevance of the programme

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, available on the [University's website](#).