

# Programme specification

## 1. Overview/ factual information

<b>Programme/award title(s)</b>	Foundation Degree Business, Enterprise and Management
<b>Teaching Institution</b>	Leeds City College
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of latest OU validation</b>	July 2015
<b>Next revalidation</b>	July 2020
<b>Credit points for the award</b>	240
<b>UCAS Code</b>	N200
<b>Programme start date</b>	
<b>Underpinning QAA subject benchmark(s)</b>	Business and Management February 2015 Foundation Degree Qualification Benchmark 2010
<b>Other external and internal reference points used to inform programme outcomes</b>	National Occupational Standards for Management and Leadership (2012) Chartered Management Institute (CMI)
<b>Professional/statutory recognition</b>	
<b>Duration of the programme for each mode of study (P/T, FT,DL)</b>	Full time 2 Years
<b>Dual accreditation (if applicable)</b>	No
<b>Date of production/revision of this specification</b>	

### 2.1 Educational aims and objectives

The overall aims of the programme are to:

- To provide a business management curricula, informed by external reference points, which develop a range of technical, professional, vocational, employability transferable and key skills appropriate to the level of the award.
- To provide students with a practical toolkit to enable them to engage in start-up business activities to contribute to society as a whole.
- To offer enterprise, innovation and entrepreneurial skills.
- To develop lifelong, independent and reflective learners.
- To enhance the employability and career prospects of learners within the business sector.
- Offer a robust and vocationally relevant degree in business, enterprise and management that will allow students to develop personally and professionally.
- Meet the needs of employers using a practical and case based approach to business and management to enhance employability skills.

### 2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

None

### 3. Programme outcomes

Intended learning outcomes are listed below.

<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods:</b>
<p>A1 Evaluate business and management theories, concepts and principles in specific areas such as human resources, marketing, strategy and finance.</p> <p>A2 Demonstrate a detailed understanding of an organisation and wider context.</p> <p>A3 Explore and analyse the impact of the legal, ethical and social responsibilities of organisations.</p> <p>A4 Evaluate the theories, concepts and principles of innovation and enterprise to create successful start-up organisations.</p>	<p><b><u>Key Learning &amp; Teaching Strategy Methods</u></b></p> <p>This foundation degree is relevant for students who wish to start up a business and those wishing to take up roles within existing organisations. The Programme is designed to offer a flexible approach to learning and include a range of strategies designed to meet the need of learners with varied learning styles and personal circumstances. The learning and teaching methods reflect best practice in knowledge and skills development in business and management and the requirements of the QAA Foundation Degree benchmark</p> <p>The modules will focus on innovation and enterprise tools and techniques and where appropriate, practical examples will be used. This practical application enables the formation of a simulated business plan in year one and the implementation of the plan in to a simulated business in year two.</p> <p>Where possible, concepts and theories will be supported by guest speakers with experience in key areas of the programme. Real life case studies will also be used and applied to demonstrate theoretical concepts in a practical setting.</p> <p>In Level 4, students will be introduced to the concepts of business, management and enterprise and in Level 5 more in depth analysis and evaluation will take place on more complex theories. Students will be given case studies where they must apply the most appropriate of a range of strategies and justify their choice.</p> <p>Where appropriate, some modules will encompass a blending-learning methodology providing students with seminar recordings / notes, tutorial information, on-line activities, blogs, forums, quizzes, etc. This will involve the use of the VLE and Adobe Connect. These learning and teaching strategies, although available to all, will be particularly useful to part time students.</p>

### 3A. Knowledge and understanding

#### **Key Assessment Strategy/Methods**

Both formative and summative assessment methods shall be adopted within the programme.

#### **Formative assessment**

Formative assessment and feedback is embedded within all modules via learning activities within class, thus informing learning development. Such activities include, group discussions, direct and indirect questioning, simulated practice, analytical tool practice, research tasks, and role plays. Formative assessment is also on-going through the review of draft assessments as per the draft submission policy by module tutors and through a structured 1:1 tutorial system delivered by personal tutors.

Some examples of formative assessment are listed below.

- As part of the Managing and Developing People module, students will participate in a role play interview panel and receive peer feedback in the learning of recruitment and selection techniques.
- Case studies with targeted questions will be used to develop understanding and application of theories and concepts.
- A research carousel with worksheets for individual and group activities requiring decision making and analysis tools, different forms of communication, and individual reflections. These will be supported with on-going participation in online discussion forums and the completion of a reflective e-journal (blog format).
- A case study review on leadership and change management scenarios, business process mapping activities, analysis of own leadership style and that of others.

#### **Summative assessment**

Summative assessments have been designed to reflect employability skills and occupationally-related tasks where there is an expectation to demonstrate the relevant vocational and employability skills, as well as reflective practice and academic writing.

<b>3A. Knowledge and understanding</b>	
	Throughout this programme there is an emphasis on enterprise and two key modules namely Personal Development and Enterprise Skills help assess this area. In Personal Development, the focus will be on the proposal of a new business using key planning tools to create a business plan. This will be further developed in the Enterprise Skills module by implementing the business plan, setting up the business and then reflecting on the success of the project. Both of these modules will require group work, but will be assessed on individual contribution to the work.

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
B1 Evaluate and discuss the application of a range of methods to make judgments and solve complex problems.	As above
B2 Adopt intellectual flexibility to apply new knowledge and understanding in business, enterprise and management, taking into account strategy within a changing environment.	
B3 Employ balanced, logical and supported arguments in a range of contexts.	

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
C1 Operate ethically in complex and unpredictable project management contexts, requiring selection and application of a wide range of techniques	As above
C2 Operate autonomously with limited supervision or direction within agreed guidelines and/or constraints	
C3 Develop an understanding of own role within the organisation and seek the means to enhance performance.	

<b>3D. Key/transferrable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
D1 Reflect systematically on performance to further develop learning and enhance personal and Enterprise Skills.	As above
D2 Select and use a range of communication methods appropriate to business, enterprise and management including presenting to an audience.	
D3 Apply numerical and statistical skills in complex multi-disciplinary contexts	
D4 Adopt a range of roles within a team and contribute to the effective working of the team	

### 3. Level 4 Stage Outcomes

Intended learning outcomes are listed below.

<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>A1 Demonstrate an understanding of key theories, concepts and principles relevant to a specific subject area within a business management context</p> <p>A2 Describe an organisation and its wider environment</p> <p>A3 Identify, where applicable, the role of ethics to a specific subject area.</p> <p>A4 Demonstrate an understanding of key theories, concepts and principles of innovation and enterprise</p>	<p><b><u>Key Learning &amp; Teaching Strategy Methods</u></b>            This foundation degree is relevant for students who wish to start up a business and those wishing to take up roles within existing organisations. The Programme is designed to offer a flexible approach to learning and include a range of strategies designed to meet the need of learners with varied learning styles and personal circumstances. The learning and teaching methods reflect best practice in knowledge and skills development in business and management and the requirements of the QAA Foundation Degree benchmark            The modules will focus on innovation and enterprise tools and techniques and where appropriate, practical examples will be used. This practical application enables the formation of a simulated business plan in year one and the implementation of the plan in to a simulated business in year two.            Where possible, concepts and theories will be supported by guest speakers with experience in key areas of the programme. Real life case studies will also be used and applied to demonstrate theoretical concepts in a practical setting.            In Level 4, students will be introduced to the concepts of business, management and enterprise and in Level 5 more in depth analysis and evaluation will take place on more complex theories. Students will be given case studies where they must apply the most appropriate of a range of strategies and justify their choice.            Where appropriate, some modules will encompass a blending-learning methodology providing students with seminar recordings / notes, tutorial information, on-line activities, blogs, forums, quizzes, etc. This will involve the use of the VLE and Adobe Connect. These learning and teaching strategies, although available to all, will be particularly useful to part time students.</p> <p><b><u>Key Assessment Strategy/Methods</u></b></p>

### 3A. Knowledge and understanding

Both formative and summative assessment methods shall be adopted within the programme.

#### **Formative assessment**

Formative assessment and feedback is embedded within all modules via learning activities within class, thus informing learning development. Such activities include, group discussions, direct and indirect questioning, simulated practice, analytical tool practice, research tasks, and role plays. Formative assessment is also on-going through the review of draft assessments as per the draft submission policy by module tutors and through a structured 1:1 tutorial system delivered by personal tutors.

Some examples of formative assessment are listed below.

- As part of the Managing and Developing People module, students will participate in a role play interview panel and receive peer feedback in the learning of recruitment and selection techniques.
- Case studies with targeted questions will be used to develop understanding and application of theories and concepts.
- A research carousel with worksheets for individual and group activities requiring decision making and analysis tools, different forms of communication, and individual reflections. These will be supported with on-going participation in online discussion forums and the completion of a reflective e-journal (blog format).
- A case study review on leadership and change management scenarios, business process mapping activities, analysis of own leadership style and that of others.

#### **Summative assessment**

Summative assessments have been designed to reflect employability skills and occupationally-related tasks where there is an expectation to demonstrate the relevant vocational and employability skills, as well as reflective practice and academic writing.

Throughout this programme there is an emphasis on enterprise and two key modules namely Personal Development and Enterprise Skills help assess this



<b>3A. Knowledge and understanding</b>	
	area. In Personal Development, the focus will be on the proposal of a new business using key planning tools to create a business plan. This will be further developed in the Enterprise Skills module by implementing the business plan, setting up the business and then reflecting on the success of the project. Both of these modules will require group work, but will be assessed on individual contribution to the work.

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
B1 Apply basic methods to solve a range of simple problems	As above
B2 Apply new knowledge and understanding in business and management within a changing environment	
B3 Employ balanced, logical and supported arguments in defined and limited contexts	

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
C1 Operate ethically in predictable, defined contexts that require use of a specified range of standard techniques	As above

<b>3C. Practical and professional skills</b>	
C2	Operate with some autonomy, with supervision or direction, within agreed guidelines and/or constraints
C3	Identify a number of roles within an organisation and recognise means to improve performance.

<b>3D. Key/transferrable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
D1	Reflect on own strengths and needs, using feedback, and develop and implement a personal development plan.
	As above

#### 4. Programme Structure

<b>Level 4</b>		
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Compensatable</b>
Personal Development	20	Yes
Enterprise Skills	20	Yes
Financial Accounting	20	Yes
Managing and Developing People	20	Yes
Customer Service	20	Yes
Business Environment and Marketing	20	Yes

<b>Level 5</b>		
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Compensatable</b>
Leadership and Management	20	Yes
Managing Projects	20	Yes
Innovation and Enterprise	20	Yes
Managing Business Operations	20	Yes
Work Related Project	40	No

### Programme Structure

The emphasis of this programme is on enterprise and this theme will run throughout the two years, with students undertaking the creation of a simulated small business enterprise.

These projects are supported by individual modules, which underpin the skills and knowledge to enable the students to complete the projects.

#### Level 4/Year 1- Full time

Semester 1			Semester 2		
Business Environment and Marketing	Customer Service	Personal Development	Financial Accounting	Managing and Developing People	Enterprise Skills
20 Credits	20 Credits	20 Credits	20 Credits	20 Credits	20 Credits

Students will be expected to attend classes for 10 hours per week.

#### Level 4/Year 1- Part time

Semester 1			Semester 2		
Business Environment and Marketing	Customer Service	Personal Development	Financial Accounting	Managing and Developing People	Enterprise Skills
20 Credits	20 Credits	20 Credits	20 Credits	20 Credits	20 Credits

Students will be expected to attend classes for 4 hours per week.

In year 1, students will complete Personal Development and Enterprise Skills which will not only focus on developing key academic and professional skills, but will also require the students to assume individual roles to complete a group business plan for a small business.

In addition, students will also study four technical modules;

Business Environment and Marketing which will examine the internal and external environments to an organisation, considering the factors which can influence decision making. This module also looks at how the organisation can manage its marketing strategies to gain competitive advantage.

Customer Service is key to a successful business; therefore, this module will consider the importance of customer service and the needs of the customers. It looks at customer service tools and techniques, including quality concepts and how these can be used to attract and retain the customer base.

Any business, regardless of size has to record and report financial information. The Financial Accounting module will provide students with an understanding of the obligations for recording and reporting financial transactions for all businesses for all business types. Students will learn how to prepare and interpret financial reports.

People are often the largest asset in an organisation and should be managed and developed appropriately to provide operational effectiveness. The Managing and Developing People module looks at the role of managers in ensuring that talent is recruited, developed and retained effectively and efficiently.

#### Level 5/Year 2 – Full time

Semester 1		Semester 2	
Innovation and Enterprise	Managing Projects	Leadership and Management	Managing Business Operations
20 Credits	20 Credits	20 Credits	20 Credits
Work Related Project 40 Credits			

Students will be expected to attend classes for 10 hours per week.

Level 5/Year 2 – Part time

Semester 1		Semester 2	
Innovation and Enterprise 20 Credits	Managing Projects 20 Credits	Leadership and Management 20 Credits	Managing Business Operations 20 Credits
Work Related Project 40 Credits			

Students will be expected to attend classes for 4 hours per week and will take two modules at a time. Work related learning will run throughout the whole year.

In year 2, the skills and knowledge developed in year 1 will be further enhanced. As with year 1, the students will be required to undertake a Work Related Project, which will centre on the creation of the organisation planned in the Enterprise Skills Module. The assessment will focus on the strategies adopted in the formation of the organisation, rather than the financial success.

In addition to this project, students will also study four modules that will support the running of the small business enterprise and give advanced skills in business and management.

Leadership and Management will develop the skills and knowledge gained in the Managing and Developing People module, but will also focus on change management.

Managing Projects will look at projects within organisations and consider the different methodologies that project management can adopt.

Innovation and Enterprise focuses on the key skills and knowledge required to start and grow a business.

Managing Business Operations looks at the key responsibilities of an organisation with particular reference to legal obligations and the management of financial resources.

Part-time route

In order to support part-time students, group and individual tutorials will be scheduled, as well as support offered through the use of on-line resources; Google Classroom activities, forums, blogs, for example; and also Adobe Connect for seminar and theory delivery (where required).

The class time for part-time students, therefore the contact time, is less than for full-time students. It is therefore anticipated that part-time students will draw from their work experiences to assist with the content, application and analysis in assessments. Part-time students are expected to complete the necessary wider reading and to engage and interact with peers and tutors outside the classroom environment.

## 5. Distinctive features of the programme structure

- Where applicable, this section provides details on distinctive features such as:
  - where in the structure above a professional/placement year fits in and how it may affect progression
  - any restrictions regarding the availability of elective modules
- where in the programme structure students must make a choice of pathway/route

- Practical assessment through business development projects, which focus on innovation and enterprise, allowing the students to develop and operate business ideas for example the use of a “Dragon’s Den” to peer assess proposals.
- The creation of a distinctive business plan and focus and emphasis on the enterprise and entrepreneurial elements of a venture.
- Provides a practical toolkit for new business start-up, which considers the social, ethical and legal obligations, which will contribute to society as a whole.
- Course content and assessments ensure application of theory to practice. The relationship between theory and practice is emphasised throughout the programme by developing a new start-up organisation.

## 6. Support for students and their learning

A structured pre-enrolment and on-course support system is to be in place where all students are interviewed and support needs and systems are discussed at this point. Contact with the Award Leader will be maintained during the application-to-enrolment period, as well as on course. Support services are further discussed and signposted at enrolment and during induction, as well as through the structured tutorial programme.

Tailored induction support begins before students arrive with the admissions team, and is reinforced within the detailed induction programme, involving both the Business, Enterprise and Management team and sector-specific curriculum tutors.

A robust communications system functions to give students access to the course team; this includes e-mail, on-line texting system (WebAdmin), the VLE (Moodle) and course notice boards.

All necessary information about the programme is provided by means of the Student Handbook, Module Handbooks and the VLE.

Each student is allocated a Personal Tutor for regular tutorials where personal development planning, target setting and monitoring performance take place as well as pastoral care. This is implemented in the first term and continued throughout the two years of study. Tutorials are documented and tracked through the use of the on-line ProMonitor software which is available to all Module Tutors and the Award Leader.

Students will be offered support through formative assessment, which will include the review of draft submissions as per the specifications.

On entering Level 5 students will also be given support in the initial lessons of the Work Related Project Modules to revisit key academic and research skills, which will then be further developed to ensure students are performing at Level 5.

For modules adopting a blending-learning methodology, a robust support system will be in place to provide students with seminar recordings / notes, tutorial information, on-line activities, blogs, forums, quizzes, etc. This will involve the use of the VLE and Adobe Connect. This will be particularly useful to part-time students will also be able to access these resources.

There is an extensive range of learning resources in the Library, supported by subject-specialist staff, as well as staff providing bespoke study skills sessions for students.

There are a range of student services such as welfare, counselling, financial and careers advice. Leeds City College provides an extensive range of services for students, including support for those with special needs.

## 7. Criteria for admission

This course has minimum entry requirements of 1 x E in a relevant A Level or a pass in BTEC National Diploma/Certificate or another vocational Level 3 qualification. However, candidates receiving this minimum offer would need to demonstrate experience in and commitment to their chosen foundation degree subject.

A typical offer is likely to be 2 x D at A Level, or a Merit profile in a relevant BTEC National Diploma/Certificate. In cases where students do not meet the standard entry requirements (mature students for example) each case will be taken on its own merit and suitability for entry will be defined in terms of individual qualities, experience and learning.

All students must be able to demonstrate either by qualifications or testing that they have the required literacy skills to complete the course.

In the absence of formal learning qualifications applications are welcomed from persons who can demonstrate relevant work experience, including work in a voluntary capacity. The course structure actively supports claims for Accreditation of Prior Learning (APL) and Accreditation of Prior Experiential Learning (APEL).

Ideally, part time students need to be in employment, which is relevant to their field. For those not in employment, discussions will take place before being accepted on to the course to determine the relevance of previous work experience.

International qualifications will be assessed against these criteria. Speakers of other languages will need to possess an IELTS band score of 6.0 (with no-less than 5.5 in any one element) or a recognised English Language Level 2 qualification.

#### 8. Language of study

English

#### 9. Information about assessment regulations

Work Related Project – non compensatable

#### 10. Methods for evaluating and improving the quality and standards of teaching and learning.

In addition to the Annual Programme Monitoring process the following mechanisms are in operation:

- Peer Review
- Annual Planning
- Peer Observation
- Student module reviews
- Tutor module reviews
- Enrolment and induction reviews
- Course Committee meetings
- Pathway Committee meetings
- Student Pathway meetings

Annexe 1: Curriculum map

Annexe 2: Teaching and Learning Methods Grids

Annexe 3: Assessment Methods Grids

## Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Learning Outcomes															
		A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	D1	D2	D3	D4		
4	Personal Development		✓									✓	✓				
	Enterprise Skills				✓		✓	✓		✓		✓					
	Business Environment and Marketing	✓			✓	✓	✓		✓					✓			
	Customer Service		✓			✓					✓		✓				
	Financial Accounting	✓		✓		✓			✓					✓			
	Managing and Development		✓	✓			✓	✓	✓				✓		✓		

Level	Study module/unit	Learning Outcomes															
		A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	D1	D2	D3	D4		
5	Work Related Project				✓			✓			✓	✓		✓	✓		
	Managing Projects	✓		✓		✓	✓		✓				✓				
	Leadership and Management	✓				✓						✓	✓				
	Innovation and Enterprise	✓	✓		✓	✓	✓	✓						✓			
	Managing Business Operations	✓		✓			✓	✓	✓	✓			✓				



## Annexe 2

### Teaching and Learning Methods Grids

Level: 4

Year: 1

Module Titles	Lectures	Seminars	Tutorials	Demonstrations	Practicals	Group activities	Guest speakers	Independent/E-learning/ Online forums
Personal Development	✓		✓			✓	✓	
Enterprise Skills	✓	✓	✓	✓		✓	✓	✓
Business environment and marketing	✓	✓	✓			✓	✓	
Customer service	✓	✓	✓			✓		✓
Financial Accounting	✓		✓	✓	✓			✓
Managing and developing people	✓	✓	✓			✓	✓	

Level: 5

Year: 2

Module Titles	Lectures	Seminars	Tutorials	Demonstrations	Practicals	Group activities	Guest speakers	Independent/E-learning/ Online forums
Work Related Project	✓		✓	✓			✓	
Managing Projects	✓		✓	✓	✓	✓	✓	✓
Leadership and Management	✓	✓	✓			✓	✓	✓
Innovation and Enterprise	✓	✓	✓			✓	✓	✓
Managing Business Operations	✓	✓		✓	✓	✓	✓	

### Annexe 3

### Assessment Methods Grids

Level 4

Year : 1 Full time

Module Title	Report	Skills audit and action plan	Class based assessment	Project	Business Plan	Case Study	Presentation	Reflective statement
Personal Development	50% 1500 words	50% 1500 words						
Enterprise Skills					60% 1800 words			40% 1200 words
Business Environment and Marketing						60% 1,800	40% 20 mins	
Customer Service				70% 2,100 words			30% 15 mins	
Financial Accounting	50% 1,500 words		50% 2.5 hours					
Managing and Developing People	60% 1,800 words						40% 20 mins	

**Level 4**

**Year : 1 Part time**

Module Title	Report	Skills audit and action plan	Class based assessment	Project	Business Plan	Case Study	Presentation	Reflective statement
Personal Development	50% 1500 words	50% 1500 words						
Enterprise Skills					60% 1800 words			40% 1200 words
Business Environment and Marketing						60% 1,800	40% 20 mins	
Customer Service				70% 2,100 words			30% 15 mins	
Financial Accounting	50% 1,500 words		50% 2.5 hours					
Managing and Developing People	60% 1,800 words						40% 20 mins	

**Level 5**

**Year : 2 Full time**

Module Title	Report	Project plan presentation	Class based assessment	WRL project	Reflective learning statement	Case study	Presentation
Work Related Project				60% 2,400 words			40% 30 mins
Managing Projects	60% 2,400 words	40% 15 mins					
Leadership and Management			60% 3 hours		40% 1,600 words		
Innovation and Enterprise	50% 2,000 words					50% 2,000 words	
Managing Business Operations			50% 2.5 hours			50% 2,000 words	

**Level 5**

**Year: 2 Part time**

Module Title	Report	Project plan presentation	Class based assessment	WRL project	Reflective learning statement	Case study	Presentation
Work Related Project				60% 2,400 words			40% 30 mins
Managing Projects	60% 2,400 words	40% 15 mins					
Leadership and Management			60% 3 hours		40% 1,600 words		
Innovation and Enterprise	50% 2,000 words					50% 2,000 words	
Managing Business Operations			50% 2.5 hours			50% 2,000 words	

