



BISHOP
GROSSETESTE
UNIVERSITY

Arts, Humanities & Social Sciences

BA (Hons) Business Studies with
Foundation Year

Programme Specification

This document provides a concise summary of the main features of the course(s) & associated award(s) offered through this Programme Specification, and includes the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each module and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the dedicated student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to review by the Quality Assurance Agency for Higher Education or by other national bodies.

Versioning of Programme Specification

This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications may be updated during the period of approval to include modifications approved through the University's quality assurance processes.

This version provides a description of the programme as approved for the academic session(s) indicated in section 3 of the following table.

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|---|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | BGU approval – date and outcome of last approval | 1 March 2023 |
| 2 | Next Scheduled Review Date: [Month/Year] | March 2028 Foundation Degree & Combined Honours Curriculum specifically attached to this programme specification will be reviewed at the same time. |
| 3 | Programme Specification - Effective date: [Day/Month/Year] | 01 March 2023 |
| 4 | Version Number | 1.0 |

Modifications to Programme Specification

Modifications to the programme specification since approval/ last review, and the cohort(s) of students affected by the change, are listed in Section H (Log of Modifications) at the back of the document.

Cross Referencing of Programme/Module Specifications

Modifications to any elements of Module Specifications attached to this Programme will be updated and then changes made to this document to reflect that. On each Module Spec the Programmes it relates to are clearly indicated for cross referencing.

Part 1

PROGRAMME ADMINISTRATIVE AND REGULATORY INFORMATION

Programme Specification



The information in this document is organised into the following sections:

Section A – Administrative and Regulatory Information

Section B – Outcomes

Section C – Structure

Section D – Teaching, Learning and Assessment

Section E – Programme Management

Section F – Mapping

Section G – Graduate Attributes

Section H – Log of Modifications

SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

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| 1 | Programme Specification Title |
| BA (Hons) Business Studies with Foundation Year | |
| 1a | Programme Code |
| BABUS04F23 | |
| 2 | Brief Summary (for Marketing Purposes) |
| <p>Foundation Year</p> <p>The Foundation Year is an articulated, structured programme of access to Higher Education. It will provide a solid basis for future undergraduate study at Bishop Grosseteste University. It is not a stand-alone qualification but is designed to underpin specific degree programmes to which it is directly attached e.g., BA (Hons) English Literature with Foundation Year.</p> <p>The Foundation Year offers an introductory grounding in what it means to be a university student. It will equip learners with the intellectual and interpersonal skills for effective undergraduate study. It provides a unique opportunity to develop core academic skills. In addition, students will begin to develop an impressive portfolio of transferable skills for employability in a range of careers.</p> <p>Students will benefit from small class sizes, intensive teaching and bespoke pastoral care which will help them to get the most out of the programme and settle into university life.</p> <p>This course is designed for students who do not have the usual academic qualifications or UCAS points for registration directly onto a degree course at Bishop Grosseteste University. On successful completion of the Foundation Year, students' progress directly to their chosen degree programme at Bishop Grosseteste University.</p> <p>The BA (Hons) Business Studies programme provides a thorough grounding in a broad range of business subjects including marketing, finance, management, entrepreneurship, strategy, and leadership. The Project Management and Implementation module, and Capstone Project module afford you the opportunity to develop projects and expertise in areas that you are interested in. Furthermore, the modules in 'Business Start-up' and 'Exploring Professional Practice' equip you for employment, self-employment, or further study, and give you the confidence to succeed in the business world.</p> <p>This contemporary degree equips you with an insight into, and understanding of, international business operations, culturally diverse organisations, cross cultural challenges, and a critical awareness of the opportunities presented by an interconnected, transient and diverse global marketplace.</p> | |

Modules are taught and assessed using a variety of active learning techniques in which you are encouraged to take charge of your own learning through engaging with academic knowledge and research, tutors, case studies, and your peers.

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| 3 | Awarding institution | Bishop Grosseteste University (BGU) | | |
| 3a | Programme Length | Full-Time 4 | Part-Time N/A | |
| 3b | Mode(s) of Study | Full-time | | |
| 4 | Home Academic Programme Portfolio | Arts, Humanities & Social Sciences | | |
| 5 | HECoS/CAH2/UTT/UCAS code(s) | 100079 CAH CODE: 17-01-02 CAH LABEL: Business Studies | ITT | UCAS |
| 6 | Framework for HE Qualifications position of final award(s) | Foundation Year: Non-award bearing (Level 4) Certificate (Level 4) Diploma (Level 5) Honours (Level 6) | | |
| 7 | Alignment with University Credit Framework | Foundation Year: Non-award bearing Undergraduate | | |
| 8 | Compliance with University Assessment Regulations | <u>Academic Regulations Governing Taught Qualifications</u> and Supplement to the Regulations for Undergraduate Awards with Foundation Year. | | |
| 9 | Progression routes with Foundation Degree (FdA) or Top-up | N/A | | |

Awards

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| 10 | Final Award title(s) | BA (Hons) Business Studies with Foundation Year |
| 10a | Exit or Fall back Award title(s) | Certificate of Higher Education in Business Studies (120 credits) Diploma of Higher Education in Business Studies (240 credits) BA Business Studies (300 credits) Students who are judged to have passed the Foundation Year criteria required to progress, will be issued a 'Record of Achievement' for the Bishop Grosseteste University Foundation Year. |
| 10b | Pathway | N/A |

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| 11 | (i) Combined Honours Awards available eg: <ul style="list-style-type: none"> • BSc/BA (Hons) XX • BSc/BA (Hons) XX and YY | N/A |
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Arrangements with Partners

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| 12 | Approved Collaborative partner(s) | Partner Name | Type of Collaborative Partnership |
| | | ICON College | Validated |
| 13 | Articulation Arrangements with Partners | Partner Name | Details of Arrangements |
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Professional, Statutory and Regulatory Bodies

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| 14 | PSRB(s) associated with final award of any route within the programme specification | N/A |
| 15 | Date and outcome of last PSRB approval/accreditation | N/A |
| 16 | Expiry Date of PSRB approval | N/A |

Part 2

PROGRAMME CONTENT

SECTION B1 (YEAR 1) FOUNDATION YEAR: OUTCOMES

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| 17 | QAA Benchmark Statement(s) |
| <p>The programme has been written to correspond closely with the:</p> <ul style="list-style-type: none"> • <i>UK Quality Code for Higher Education</i> (QAA 2018) • <i>Framework for Higher Education Qualifications in England, Wales and Northern Ireland</i> (FHEQ) • specific reference to benchmark statements for <i>Education Studies</i> (2015) • specific reference to relevant Bishop Grosseteste University codes of practice and guidance on programme specifications | |
| 18 | Programme Aim |
| <p>The Foundation Year aims to contribute to widening participation and lifelong learning by encouraging participation by learners who may not previously have considered studying for a higher level qualification, or those who, for a variety of circumstances, are unable to immediately satisfy typical entry criteria for undergraduate degrees.</p> <p>The programme aims to prepare learners for Level 4 undergraduate study at Bishop Grosseteste University. It will:</p> <ul style="list-style-type: none"> • Provide learners with knowledge and understanding of basic academic communication and problem-solving skills • Develop learners as critical thinkers utilising enquiry, investigation and evidence-based analysis within interdisciplinary contexts • Support learners to become self-directed learners in preparation for undergraduate study • Enable learners to develop a range of transferable skills as a foundation for employment. <p>The Foundation Year provides an extended and intensive induction to Higher Education (HE) that feeds directly into learners' learning across the Foundation Year and beyond into their full degree programme. The Foundation Year is a direct articulation into existing and future undergraduate, non-QTS degree courses. Successful completion of this programme is required in order to follow the articulated degree programmes at Bishop Grosseteste University.</p> <p>A number of degree programmes at Bishop Grosseteste University will benefit from the articulated Foundation Year, which will raise the number of appropriately prepared learners. It aims to reduce the level of additional academic support that might otherwise be necessary for some learners.</p> | |
| 19 | Programme Specific Outcomes |
| <p>(a) <u>Final Award Learning Outcomes</u></p> <p>Students successfully completing the Foundation Year will be able to:</p> <p>K&U 1: Demonstrate foundational knowledge of the fundamental concepts, principles and techniques which underpin future study at Level 4 and higher.</p> | |

SPS 1: Demonstrate emerging ability to construct and evidence critical arguments as part of academic development.

SPS 2: Develop and provide evidence of application of core academic study skills such as time management, study methods, research, interpreting evidence, academic writing, presentation skills and digital tools for learning.

IS 1: Demonstrate a basic understanding of different approaches to problem solving that underpin future study at Level 4 and higher.

TS 1: Be able to work independently and collaboratively as part of a wider team and communicate effectively

TS 2: To begin to demonstrate reflective evaluation and responsibility for their own learning and personal development.

Programme-based learning outcomes are necessarily generic to support the development of key study skills applicable across all potential undergraduate programmes of further study at Bishop Grosseteste University.

The Bishop Grosseteste University Graduate Attribute framework identifies further outcomes learners should acquire. These reflect a collective understanding of the essential skills of a Bishop Grosseteste University graduate. Those completing this one-year programme will therefore be further equipped with attributes suitable for a range of careers and lifelong learning.

These programme outcomes combine to provide a strong foundation for learners' future study and employability

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| 20 | PGCE or Exit Award Learning Outcomes |
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There is no premature exit award for this one-year, non-award bearing programme.

SECTION B2 (YEARS 2-4) BA (HONS) BUSINESS STUDIES: OUTCOMES

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| 17 | QAA Benchmark Statement(s) |
| <p>Subject Benchmark statement for Business and Management (QAA, 2019) QAA Benchmark statements and the FHEQ levels have been used in designing the Module and Programme Outcomes of the BA (Hons) Business Studies.</p> <p>https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf</p> <p>https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-business-and-management.pdf?sfvrsn=db39c881_5</p> <p>There is an expectation that degree programmes covered by the Business and Management Subject Benchmark Statement should provide a broad, analytical, and highly integrated study of business and management.</p> <p>Graduates will be able to demonstrate relevant knowledge and understanding of organisations, the business environment in which they operate and their management. This encompasses the internal aspects, functions and processes of organisations including their diverse nature, purposes, structures, size/scale, governance, operations, and management, together with the individual and corporate behaviours and cultures which exist within and between different organisations and their influence upon the external environment.</p> <p>Within the framework of organisations, business environment and management, graduates will be able to demonstrate knowledge and a systematic understanding of markets, sales, finance, information systems, strategy, and operations. In terms of people management, graduates will develop their knowledge in the leadership and management of people within legal and ethical frameworks. This will include organisational design and development, looking at change, diversity, and values. They will also be able to demonstrate an ability to lead and manage themselves.</p> <p>The programme will emphasise understanding, responding to and shaping the dynamic and changing nature of business and the consideration of the future of organisations within the global business environment, including strategic and risk management.</p> | |
| 18 | Programme Aim |
| <p>The main aims of the BA (Hons) Business Studies programme are to provide students with:</p> | |

- A coherent and detailed theoretical knowledge and understanding of the general scope of Business as a discipline, its different areas (including functions) and applications, and its interactions with related subjects including (but not limited to) equality, diversity, and inclusion, social innovation, and social inclusion.
- A critical and systematic understanding of the essential theories, principles and concepts of the various subject(s) studied within the BA (Hons) Business Studies.
- The subject specific and professional skills to successfully engage in critical learning and research across a range of business-related subject areas using tools and techniques appropriate to the discipline, some of which are more specialised, advanced, and complex.
- Well-developed skills for the gathering, evaluation, analysis and presentation of information, ideas, concepts and quantitative and/or qualitative data, drawing on a wide range of current sources. This will include the use of ICT and emerging digital technologies as appropriate.
- A broad range of transferable employability-related skills including research, analysis, information-management, critical review of evidence, and the formulation of arguments and solutions to problems.

Typically, holders of the BA (Hons) Business Studies will be able to:

- Use their knowledge, understanding and skills, in both identifying and analysing problems and issues and in formulating, evaluating, and applying evidence-based solutions and arguments.
- Communicate the results of their studies and other work accurately and reliably in a range of different contexts using the main specialist concepts, constructs, and techniques of the subject(s).
- Identify and address their own learning needs, including being able to draw on a range of current research, development, and professional materials.
- Apply their subject and transferable skills to contexts where criteria for decisions and the scope of the task may be well defined, but where personal responsibility, initiative and decision-making is also required.

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| 19 | Programme Specific Outcomes |
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Final Award Learning Outcomes

On successful completion of BA (Hons) Business Studies, students will be able to:

Knowledge and Understanding

- KU1 Demonstrate a comprehensive, detailed, and systematic knowledge and understanding of the relationship between theory and practice in the discipline of business studies and broader global context of business.

- KU2 Exhibit a critical, confident, and evidence-based knowledge and understanding of the role of management, leadership, human resources, marketing, entrepreneurship, finance, and project management in the effective and efficient functioning of organisations.
- KU3 Evidence a conceptual understanding of relevant responsible and ethical issues in a range of business contexts.
- KU4 Demonstrate a critical, confident, and evidence-based knowledge and understanding of a variety of contemporary and prevalent issues and their impact upon the management and leadership of organisations, for example: equality, diversity and inclusion, social inclusion, and entrepreneurship.

Subject-specific and professional skills

- SPS1 Accurately deploy frameworks, theories and principles of business leadership and management to propose effective resolutions to complex business problems.
- SPS2 Interpret a broad range of business data using statistical tools and procedures as appropriate.
- SPS3 Apply a critical understanding of the role of entrepreneurs including social entrepreneurs, intrapreneurs, innovators and businesses owners, leaders, and managers in society.
- SPS4 Demonstrate the use of initiative, creativity, inclusivity, responsibility, and commercial acumen to develop proposals for successful business outcomes in dynamic situations.
- SPS5 Develop and engage in critical reflective practice for the purpose of developing personal responsibility in decision making in complex situations presented by a global marketplace.

Intellectual skills

- IS1 Evaluate and critically analyse data and information from a range of sources using appropriate qualitative and quantitative skills to make effective judgements about the challenges facing business organisations operating in a globalised marketplace.
- IS2 Select and apply knowledge and understanding of scholarly frameworks and theories to seek solution(s) to complex and sometimes unpredictable organisational problems.
- IS3 Work collaboratively demonstrating emotional intelligence and empathy, appropriate understanding, sensitivity, and understanding of culturally diverse organisations, cross cultural issues, diversity, and values.
- IS4 Utilise a variety of media including digital technology, to convey ideas and arguments effectively to a range of audiences, and demonstrate the ability to write, discuss and present arguments and ideas using appropriate academic conventions.

Transferable skills

- TS1 Communicate information, ideas, problems, and solutions effectively to both specialist and non-specialist audiences.
- TS2 Demonstrate the ability to independently find, critique, evaluate and use a wide range of information, data, or tools accurately in complex contexts.
- TS3 Critically evaluate arguments, assumptions, and abstract concepts to identify and address organisational challenges.
- TS4 Demonstrate strong, responsible, and ethical digital literacy and its application in evidence-based decision making.
- TS5 Deploy numerical skills critically and effectively to interpret data, using it to evaluate, and model business problems.

20 Exit Award Learning Outcomes

On successful completion of a **Certificate of Higher Education in Business Studies** students will be able to:

Knowledge and Understanding

- KU1 Demonstrate knowledge and understanding of the relationship between theory and practice in the discipline of business studies.
- KU2 Exhibit knowledge and understanding of the role of business leadership and management practices in the effective functioning of organisations.
- KU3 Evidence an understanding of relevant ethical issues in a range of business contexts.
- KU4 Demonstrate an awareness and understanding of a variety of contemporary and prevalent issues and their impact upon the functions of organisations.

Subject-specific and professional skills

- SPS1 Develop an understanding of the frameworks, theories and principles of business leadership and management.
- SPS2 Demonstrate an ability to interpret financial data using financial procedures.
- SPS3 Develop an understanding of the role of entrepreneurs, intrapreneurs, businesses owners, leaders, and managers in society.
- SPS4 Develop an awareness of the interpersonal skills required for effective leadership and management in a professional context.
- SPS5 Demonstrate an ability to engage in reflective practice for the purpose of decision making.

Intellectual skills

- IS1 Present data and information from a range of sources in order to make effective judgements about the challenges faced in business organisations.
- IS2 Demonstrate knowledge and understanding of scholarly frameworks and theories to seek solutions in specified organisational scenarios.
- IS3 Demonstrate the use of initiative to develop proposals for successful business outcomes.
- IS4 Utilise digital technology effectively and demonstrate the ability to write, discuss and present knowledge and understanding using appropriate academic conventions.

Transferable skills

- TS1 Communicate information, ideas, problems, and solutions using a variety of established business techniques.
- TS2 Demonstrate the ability to independently find, evaluate and use a wide range of information and data in specified contexts.
- TS3 Demonstrate an ability to evaluate arguments, assumptions, and abstract concepts in order to identify and address business problems.
- TS4 Demonstrate an understanding of responsible and ethical digital literacy and its application.
- TS5 Demonstrate an understanding of how numerical skills can be used to interpret data in order to make sound judgements in accordance with basic theories and concepts.

On successful completion of a **Diploma of Higher Education in Business Studies** students will be able to:

Knowledge and Understanding

- KU1 Demonstrate a knowledge and a critical understanding of the relationship between theory and practice in the discipline of business studies and broader global context of business.
- KU2 Exhibit a critical and analytical evidence-based knowledge and understanding of the role of business leadership and management practices in the effective and efficient functioning of organisations.
- KU3 Evidence a critical understanding of relevant responsible and ethical issues in a range of business contexts.
- KU4 Demonstrate a critical awareness and understanding of a variety of contemporary and prevalent issues and their impact upon the management of organisations, for example: change leadership and risk management.

Subject-specific and professional skills

- SPS1 Develop an understanding of frameworks, theories and principles of business leadership and management in order to propose effective resolutions to complex business problems.
- SPS2 Demonstrate an ability to Interpret a range of business data using statistical functions and procedures.
- SPS3 Develop an applied understanding of the role of organisations, entrepreneurs, businesses owners, leaders, and managers in society.
- SPS4 Demonstrate the use of initiative, creativity, and commercial acumen to evaluate strategies and risks in complex organisational situations.
- SPS5 Demonstrate an ability to engage in reflective practice for the purpose of decision making in complex organisational situations.

Intellectual skills

- IS1 Present, evaluate and analyse data and information from a range of sources in order to make effective judgements about the challenges facing business organisations.
- IS2 Demonstrate an ability to critically select knowledge and understanding of scholarly frameworks and theories to propose solutions in specified organisational scenarios.
- IS3 Work collaboratively demonstrating emotional intelligence and empathy, appropriate understanding, sensitivity, and understanding of culturally diverse organisations.
- IS4 Utilise a digital technology, to convey ideas and arguments effectively to a range of audiences, and demonstrate the ability to write, discuss and present arguments and ideas using appropriate academic conventions.

Transferable skills

- TS1 Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
- TS2 Demonstrate the ability to independently find, apply, evaluate, and use a wide range of information, data, or tools accurately in specified contexts.
- TS3 Demonstrate the ability to evaluate arguments, assumptions, and abstract concepts to identify and address business problems.
- TS4 Demonstrate responsible and ethical digital literacy.
- TS5 Deploy numerical skills effectively to interpret data, using it to evaluate business problems.

In order to qualify for an Ordinary Degree (Level 6):

- The student must meet the requirements as laid down in the [Regulations for Undergraduate Awards](#) (which is available from the University Website).

SECTION C1 (YEAR 1) FOUNDATION YEAR: STRUCTURE

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| 21a | Structures, modes of delivery (eg FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements |
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Level 4

| September | | January | |
|----------------------------|------------------------------|----------------------------------|------------------------------|
| FDY00120 Self As Learner | FDY00220 Resourcing Learning | FDY00520 Effective Communication | FDY00620 The Digital Learner |
| FDY00320 Critical Thinking | FDY00420 Critical Engagement | FDY00720 Reflective Learning | FDY00820 Academic Writing |

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| 21b | Module Structure |
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Level 4

| Core Modules | | | | |
|--------------|--------|-------------------------|-----------------|---------------|
| Code | Status | Module Title | Period (number) | No of credits |
| FDY00120 | CORE | Self As Learner | 1 (Autumn) | N/A |
| FDY00220 | CORE | Resourcing Learning | 1 (Autumn) | N/A |
| FDY00320 | CORE | Critical Thinking | 1 (Autumn) | N/A |
| FDY00420 | CORE | Critical Engagement | 1 (Autumn) | N/A |
| FDY00520 | CORE | Effective Communication | 2 (Spring) | N/A |
| FDY00620 | CORE | The Digital Learner | 2 (Spring) | N/A |
| FDY00720 | CORE | Reflective Learning | 2 (Spring) | N/A |
| FDY00820 | CORE | Academic Writing | 2 (Spring) | N/A |

SECTION C2 (YEARS 2-4) BA (HONS) BUSINESS STUDIES: STRUCTURE

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|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 21a | Structures, modes of delivery (eg FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements |
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Regardless of whether students join in the Autumn (typically referred to as semester 1) or the Spring, (typically referred to as semester 2) the modules must be delivered in the following order: (Period 1 followed by Period 2).

Level 4 – 120 credits

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|---------|----------|---------------------------------------------------------------|--------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| Level 4 | Period 1 | BUS41423 Organisational Environments 15 credits | BUS41523 Marketing Fundamentals 15 credits | BUS41623 An Introduction to Human Resource Management 15 credits | BUS41723 An Introduction to Leadership and Management 15 credits |
| | Period 2 | BUS41823 Finance and Business Performance 15 credits | BUS41923 Innovation and Creativity within Organisations 15 credits | BUS42023 Project Management and Implementation 15 credits | BUS42123 Entrepreneurship and Intrapreneurship 15 credits |

Level 5 – 120 credits

The core learning outcomes for the level are delivered in 90c.

*(*Modules do not form part of the core 90 credits.)*

| | | | | | |
|---------|----------|------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| Level 5 | Period 1 | BUS53123 Exploring strategy and Risk Management 15 credits | BUS53223 An Introduction to Organisational Behaviour 15 credits | BUS53623 Contemporary Project Management in Practice (Incorporating work placement) 30 credits | BUS51922 *Digital Marketing Strategies 15 credits |
| | Period 2 | BUS53423 Managing Performance through People 15 credits | BUS53523 Change Leadership and Decision Making 15 credits | | BUS53323 *CSR & Sustainability 15 credits |

Level 6 – 120 credits

The core learning outcomes for the level are delivered in 90c. (*Modules do not form part of the core 90 credits.)

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|---------|----------|--------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------|--------------------------------------------------------------------------------------------|
| Level 6 | Period 1 | BUS62422 Business Research Methods 15 credits | BUS63123 Exploring Professional Practice 15 credits | BUS63223 Business Start-up 15 credits | BUS63023 *Equality, Diversity, and Inclusion in the Workplace 15 credits |
| | Period 2 | BUS63423 Capstone Project 30 credits | | BUS62222 International Business 15 credits | BUS63323 *Social Innovation, Social Inclusion, and Entrepreneurship 15 credits |

21b | Module Structure

Level 4

| Core Modules | | | | |
|---------------------|-----------|------------------------------------------------|-----------------|---------------|
| Code | Status | Module Title | Period (number) | No of credits |
| BUS41423 | Mandatory | Organisational Environments | 1 | 15 |
| BUS41523 | Mandatory | Marketing Fundamentals | 1 | 15 |
| BUS41623 | Mandatory | An Introduction to Human Resource Management | 1 | 15 |
| BUS41723 | Mandatory | An Introduction to Leadership and Management | 1 | 15 |
| BUS41823 | Mandatory | Finance and Business Performance | 2 | 15 |
| BUS41923 | Mandatory | Innovation and Creativity within Organisations | 2 | 15 |
| BUS42023 | Mandatory | Project Management and Implementation | 2 | 15 |
| BUS42123 | Mandatory | Entrepreneurship and Intrapreneurship | 2 | 15 |

Level 5

| Core Modules | | | | |
|--------------|-----------|---------------------------------------------|-----------------|---------------|
| Code | Status | Module Title | Period (number) | No of credits |
| BUS51922 | Mandatory | Digital Marketing Strategies | 1 | 15 |
| BUS53123 | Mandatory | Exploring strategy and Risk Management | 1 | 15 |
| BUS53223 | Mandatory | An Introduction to Organisational Behaviour | 1 | 15 |
| BUS53323 | Mandatory | CSR & Sustainability | 2 | 15 |
| BUS53423 | Mandatory | Managing Performance through People | 2 | 15 |
| BUS53523 | Mandatory | Change Leadership and Decision Making | 2 | 15 |
| BUS53623 | Mandatory | Contemporary Project Management in Practice | 4 | 30 |

Level 6

| Core Modules | | | | |
|--------------|-----------|-----------------------------------------------------------|-----------------|---------------|
| Code | Status | Module Title | Period (number) | No of credits |
| BUS62222 | Mandatory | International Business | 2 | 15 |
| BUS62422 | Mandatory | Business Research Methods | 1 | 15 |
| BUS63023 | Mandatory | Equality, Diversity, and Inclusion in the Workplace | 1 | 15 |
| BUS63123 | Mandatory | Exploring Professional Practice | 1 | 15 |
| BUS63223 | Mandatory | Business Start-up | 2 | 15 |
| BUS63323 | Mandatory | Social Innovation, Social Inclusion, and Entrepreneurship | 2 | 15 |
| BUS63423 | Mandatory | Capstone Project | 2 | 30 |

SECTION D1 (YEAR 1) FOUNDATION YEAR: TEACHING, LEARNING AND ASSESSMENT

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| 22 | Curriculum Design |
| <p>The Bishop Grosseteste University Foundation Year programme is in line with national practice and resembles Foundation Year programmes successfully offered by a number of UK higher education institutions to provide supportive access into higher education (HE). The Bishop Grosseteste University Foundation Year aims to contribute to widening participation and lifelong learning by encouraging participation by learners who may not previously have considered studying for a higher level qualification.</p> <p>The Bishop Grosseteste University Foundation Year is therefore designed to support a wide range of learners from different backgrounds and with non-standard academic qualifications to enter HE. The programme provides an opportunity for learners to study at the University who are unable to evidence the usual level of entry qualifications / UCAS points required for entry to degree programmes at Bishop Grosseteste University.</p> <p>The Bishop Grosseteste University Foundation Year programme is a complimentary internal programme of study to enable access to degree study at Bishop Grosseteste University. The Foundation Year programme is therefore designed to provide a common core of academic and generic study skills sufficient to build confidence and self-discipline to prepare learners for subsequent study and academic success at undergraduate level.</p> <p>The Foundation Year programme is a pass-fail programme and is therefore non-award bearing. There are 8 modules, equally distributed between two semesters. Modules are studied over a 7 week period and are paired so that learners engage with two aligned, yet separate, modules each week. The pairing of modules, enables accumulative development of skills through a generic approach in which all learning is connected and builds incrementally throughout the year. It is anticipated that typically learners will attend face-to-face sessions for 6 hours weekly.</p> <p>The programme has been designed to be delivered and assessed at Level 4 equivalence within the QAA FHEQ. This level indicates the intellectual demand and rigour of academic study required to successfully complete each module and provide a taster of the demands of degree level study.</p> <p>A key design feature of the Foundation Year, has been the commitment to providing a programme which is suitable for a potentially diverse mix of learners. In recognition of the diversity of learner experiences and needs, this programme has been designed to balance the current needs of learners with the future demands that studying at degree level will place on them. The purpose of the programme is not to fully mirror a full undergraduate degree programme but to provide a foundational experience and, moderately and gradually, build confidence and capability of the learners. As such, the indicative hours of study are less than what might normally be expected on a full degree programme, but the delivery is condensed and intensely delivered per week. This delivery pattern is proved to best support the needs of learners on Foundation Year programmes, who typically have other life-commitments outside university.</p> <p>Learning and teaching approaches utilise a blended approach of face-to-face, directed, online and independent study. A key feature of delivery are the 'learner-led, tutor-facilitated' group tutorials. These take place weekly and encourage individual learners to re-engage with education, to 'deconstruct' what might have been previously, less than positive, engagements with education. The tutorials encourage learners to 'reconstruct' and to take personal responsibility and ownership of their learning during the Foundation Year and beyond. Peer support and dialogic approaches form a strong element of this process.</p> | |

The Foundation Year programme offers incremental steps to foster a thirst for, and enjoyment of, learning and a gradual acculturation into university life. This approach will help ensure that individuals who successfully complete the Foundation Year programme are effective, successful undergraduate learners who reach their own potential within the next stages of their learner journey at full degree programme level.

Learners on the Foundation Year build a set of knowledge, skills and attributes associated with university study which they will be able to directly transfer into their degrees. The generic nature of the modules aims to ensure that learners are equipped with the necessary study skills, and written and verbal communication abilities to succeed, as well as gaining independence and confidence to progress. To avoid duplication of content at a later date, learners do not formally study their chosen degree subject during the Foundation Year. However, subject-specific learning is integrated as part of each module, allowing them to focus on their chosen subject route. Learners will have the opportunity to engage with subject-specific materials, which may, for example, include attending taster sessions or tutorials delivered by Faculty subject experts. Learners may also select topics for study that allow them to explore their personal interests and prepare for their future studies.

Throughout the Foundation Year programme, learners are encouraged to draw on their knowledge from across their learning in all module sessions, with the aim that they become active in their approach to learning. The final piece of work requires learners to demonstrate their consolidated learning and understanding and involves the application of research, critical thinking and academic writing.

23 Learning and Teaching Strategies

Learning and teaching strategies for the programme as a whole are balanced and comprehensive, underpinned by the need to provide a supportive and directed framework for learners entering at Level 4 with widely differing experience, familiarity and confidence with prior study, from diverse backgrounds and with a variety of entry qualifications. The programme provides the foundation for consolidated skills development in the learner's future degree programme. The modules are designed to be stimulating, challenging, relevant and useful. The modules enable learners to experience, engage with, and develop a range of key skills necessary for independent learning and effective undergraduate study.

Learning and teaching is characterised by a combination of directive, structured, supportive and practical strategies, and opportunities. These strategies aim to ensure that learners are supported in their learning whilst also developing skills, knowledge and confidence as independent learners as appropriate for future HE study. Learning and teaching strategies aim to make effective use of social integration, group and project work to build confidence and support a community of learning.

Delivery is directed and guided, being designed to meet the needs and experience of learners who may not yet be ready to work with the full confidence and levels of autonomy normally expected at Level 4. Delivery of modules will therefore be through directive and interactive sessions, seminars and tutorials. Group work and workshop methods are also utilised. Learning will be additionally supported through the Virtual Learning Environment (VLE), and independent study.

The Foundation Year has a strong tutorial element, both group and personal tutoring. Typically, there are normally 6 scheduled learning hours per week, of which, 2-3 hours per week of 'learner-led, tutor-facilitated' sessions take place each week. Weekly study tutorials allow learners to discuss their formative tasks, assessed work, all feedback, key readings and issues raised in sessions with peers and tutors. Dialogic approaches enable learners to work on skills and areas of understanding in a supportive peer environment but also familiarises them with the processes of discussion and debate. The incorporation of group work also encourages learners to develop positive and supportive working relationships within the cohort.

Learning and teaching strategies have been selected to compliment the concepts being delivered, for example, digital skills workshops and library-based research tasks, discussion, debate, writing and speaking to a range of specialist and non-specialist audiences. The Foundation Year is intended to develop a strong learning community amongst the cohort but also to create a sense of institutional identity and a growing sense of subject community. The programme seeks to engender a sense of individual learner's 'belief in self' and also belief that they are academic, with a true entitlement to be members of a HE community of learners.

Throughout the year, learners work with their tutor to set and review personal targets so that they can clearly track their development across the year and avoid feeling overwhelmed by the level at which they will be required to work at on entry to their degree studies.

The programme team will work closely with the Foundation Year learners to ensure they are engendered as members of the Bishop Grosseteste University community.

The Foundation Year equips learners with the necessary skills to be autonomous and effective HE learners. Skills developed during the Foundation Year programme will be utilised and consolidated throughout undergraduate study and beyond, be that further study and/or employment. Collectively, the modules support all of Bishop Grosseteste University's Graduate Attributes and embed transferrable skills for employability.

24 Assessment Strategies

The Foundation Year programme offers learners opportunities to experience a range of formative and summative assessments. These include, short-form writing, annotated bibliography, presentations, micro-teach, use of digital technologies, reflective journal and academic essay.

Assessment strategies are designed to be supportive, build confidence and also aim to ensure learners develop the core skills required for successful study in Higher Education (HE). Assessment strategies deployed across the Foundation Year are balanced, comprehensive, diverse and inclusive, ensuring that learners experience a range of assessment formats to assess attainment of intended learning outcomes but also to provide supportive preparation for undergraduate study. All modules employ early, small and frequent formative, as well as summative assessment, to ensure that learners gain confidence in their knowledge and abilities as they progress through the Foundation Year. Learners will also have opportunity for self-evaluation and reflection on their own learning progress and development of skills.

Formative feedback is an integral part of the Foundation Year programme. Learners receive feedback on plans and draft materials before final summative assessment submission, and have the opportunity to discuss the comments made in more detail with their tutor and peers to enable them to take responsibility for their learning and improvement. Feedback addresses key writing skills (including spelling, grammar and punctuation) as well as more advanced skills such as the structuring of arguments, summary of key concepts and demonstration of subject knowledge. There is also a focus on helping learners to gain an understanding of scholarly activity and the importance of accurate referencing, which will feed forward into their degree studies. Opportunities for verbal feedback and peer review are provided by interactive seminars and tutorials. Learners continue to reflect on their own performance and progression throughout the Foundation Year. Summative feedback is provided for all assessed pieces of work, and the comprehensive combination of formative and summative feedback allows learners to reflect on their progress, strengths and areas for improvement, and forms the basis for self-reflective and tutor-directed target setting.

The feedback cycle provides a strong sense of coherence and continuity of development within the course. Tutorial group sessions provide a focal point for learners to discuss their learning and track their acquisition of knowledge and study skills. The final module culminates in an academic writing project which provides learners the opportunity to demonstrate all of their Foundation Year learning and to receive the final detailed summative feedback they can utilise as they progress on to their continuing programme of undergraduate degree study.

Learners are assessed predominantly through coursework. Each module has an assessment portfolio that contains two or three tasks. This will include extensive use of portfolio-based assessment, in which learners assemble evidence of key tasks, often including reflection and critical review of their progress, strengths and weaknesses.

There are no formal examinations in the Foundation Year. This is in order to build learner confidence and ensure that learners are provided with supportive entry at Level 4. In general, the undergraduate curriculum at Bishop Grosseteste University makes limited use of formal examinations, although they are more common in social science subjects such as Psychology. Appropriate exam preparation is included in the relevant degree programmes as needed once learners progress from the Foundation Year.

| Module Code | Module Description | Credits | Year | Assessment and learning methods | | |
|-------------|-------------------------|---------|------|---------------------------------|-----------|------------|
| | | | | Exam/Written | Practical | Coursework |
| | | | | % | % | % |
| FDY00120 | Self As Learner | N/A | 1 | - | - | 100 |
| FDY00220 | Resourcing Learning | N/A | 1 | | | 100 |
| FDY00320 | Critical Thinking | N/A | 1 | | | 100 |
| FDY00420 | Critical Engagement | N/A | 1 | | | 100 |
| FDY00520 | Effective Communication | N/A | 1 | | | 100 |
| FDY00620 | The Digital Learner | N/A | 1 | | | 100 |
| FDY00720 | Reflective Learning | N/A | 1 | | | 100 |
| FDY00820 | Academic Writing | N/A | 1 | | | 100 |

The following table provides the indicative content of assessment tasks:

| Module | Unistat | Task | Weighting | Indicative Word Counts | Indicative Content of Assessment Tasks |
|---------------------------------|------------|-----------|-----------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FDY00120 Self As Learner | Coursework | Portfolio | 100% | 1000 | <ul style="list-style-type: none"> • SWOT analysis: Strengths, weakness, opportunities and threats • Discuss good and poor learning experience • Time management exercise e.g., Covey's '4-quadrant time management matrix' |
| FDY00220 Resourcing Learning | Coursework | Portfolio | 100% | 1000 | <ul style="list-style-type: none"> • Exercise to demonstrate effective library searching • Peer review referencing • Annotating a bibliography |

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|-------------------------------------|------------|-----------|------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FDY00320 Critical Thinking | Coursework | Portfolio | 100% | 1000 | <ul style="list-style-type: none"> • Explore approaches to, and models of, critical thinking e.g., Chatfield's 'Smart Study Model' • With peers, begin to deconstruct arguments in the literature in order to explore critical thinking • Create a personalised toolkit and action plan for critical thinking |
| FDY00420 Critical Engagement | Coursework | Portfolio | 100% | 1000 | <ul style="list-style-type: none"> • Explore approaches to critical reading e.g., frame of reference • Read critically and annotate a text/source • Utilise techniques and tools to organise ideas e.g., visual organiser |
| FDY00520 Effective Communication | Coursework | Portfolio | 100% | 1500 | <ul style="list-style-type: none"> • Deliver an effective spoken presentation of ideas • Create a written handout and annotated bibliography to support the presentation |
| FDY00620 The Digital Learner | Coursework | Portfolio | 100% | 1500 | <ul style="list-style-type: none"> • Reflecting on workshop activities that have enabled the development of skills and appropriate uses of digital technologies to support learning e.g., use of VLE, collaborate online discussion, wikis, online safety, online profile • Self-evaluation of digital capabilities and confidence • Create an effective audio-visual presentation of ideas |
| FDY00720 Reflective Learning | Coursework | Portfolio | 100% | 2000 | <ul style="list-style-type: none"> • Group collaboration to develop reflective template and action plan • Complete reflective journal of taster sessions |

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|------------------------------|------------|-----------|------|------|-----------------------------------------------------------------------------------------------------------------------------------|
| | | | | | <ul style="list-style-type: none"> • Micro-teach of something learnt from the taster sessions |
| FDY00820 Academic Writing | Coursework | Portfolio | 100% | 2000 | <ul style="list-style-type: none"> • In consultation with tutor select a topic for study • Academic essay |

25 Inclusive Practice and Personal Development Planning

Bishop Grosseteste University is committed to widening access and participation and adheres to a strict policy of non-discrimination. Learners will be supported for the duration of the Foundation Year through the range of services offered through the Centre for Enhancement in Learning and Teaching (CELT), Student Advice and Library Services.

The Foundation Year programme will support personal development planning through the use of the Bishop Grosseteste University Development and Career Plan (DCP) and the personal tutor system. Learners will also be aligned to a 'subject liaison tutor' who will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring/tutorial support for learners as appropriate. Learners will be encouraged to access the wider services of BG Futures for professional career advice and opportunities.

All learners develop an e-portfolio, the Development and Career Plan (DCP). This is a detailed record of the development of skills, experience and knowledge which:

- Supports reflection on academic and assessed work and ensures learners are able to respond effectively to feedback from tutors and improve their grades
- Allows learners to collect evidence of the things that they achieve during their studies that promote their employability
- Supports the development of a close and well-informed relationship with their Personal Tutor.

Tutorials will allow learners to identify their strengths and weaknesses and receive targeted support, and this process ensures that learners' individual progress is tracked across all modules and that any academic or pastoral concerns are addressed promptly.

26 Technology Enhanced Learning

Learners will be encouraged to apply skills that they already have and to develop new ones. A central tool for technology enhanced learning is through the use of Blackboard, Bishop Grosseteste University's Virtual Learning Environment (VLE). As part of the blended learning pedagogical approach for the programme, preparatory, directed, and follow-up tasks and activities will be provided to inform, engage, and reinforce the learning for each module. Learning materials for the Foundation Year programme will be accessed through the module areas on Blackboard and extensive use will be made of specific online resources that exist within the CELT areas of the VLE; especially Digital Learning and Learning Development resources, guides and self-reflection tools and materials.

Learners will have a range of opportunities for critical discussion and active engagement with VLE materials through a range of synchronous and asynchronous learning spaces including module blogs, wikis and discussion forums. In addition, learners will engage with research for relevant literature through online

databases and electronic search engines as part of Bishop Grosseteste University's library provision. Included within the Library Systems are access to journals and specific subject related learning resources.

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| 27 | Work-related Learning and/or Placement |
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There is no direct connection to work-related learning or placement. However, the Foundation Year programme recognises the integral nature of core employability skills as part of undergraduate study.

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| 28 | Employability |
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All modules in the Foundation Year are organised around the development of transferable skills, such as presentation skills, successful time management, group work, critical thinking and problem solving. Collectively, the programme modules support all of Bishop Grosseteste University's Graduate Attributes and embed transferrable skills for employability. As such, Foundation Year learners will develop a range of relevant graduate attributes and skills including:

- problem-solving
- decision making
- locating resources
- analysis and evaluation of resources/evidence/data
- organisational skills, including time management, and project planning
- the ability to work in teams
- appropriate utilisation of digital technologies
- appropriate levels of communication – written, oral and visual

In addition to the development of a range of transferable skills, learners will engage with the Development and Career Plan (DCP) which encourages reflection on career aspiration and target setting to help achieve academic and career goals. The DCP e-portfolio allows learners to collect evidence of the things that they achieve during their studies that promote their employability

As Bishop Grosseteste University students, learners on the Foundation Year programme, will be eligible to engage with all workshops, sessions and extra-curricular activities as provided by BG Futures and Careers.

SECTION D2 (YEARS 2-4) BA (HONS) BUSINESS STUDIES: TEACHING, LEARNING AND ASSESSMENT

| 22 | Curriculum Design |
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| <p>The curriculum has been designed in line with the Subject Benchmark Statement for Business and aims to develop enquiring, critical and reflective students that respond well to challenge enabling them to contribute proactively to the world of private business, public or 'third' sector organisations, the main business-related professions, self-employment, and the wider society within which businesses operate.</p> <p>At Level 4, students' study eight 15 credit modules that give them a solid foundation for further study. As there is no pre-requisite to have studied Business previously, students are introduced to human resource management, leadership and management, marketing fundamentals, and the concept of organisations and their environments in Semester 1.</p> <p>In Semester 2, students study modules centred around finance, innovation and creativity, project management and entrepreneurship and intrapreneurship, and start to develop their understanding of the importance of each of these aspects to an organisation.</p> <p>At Levels 5 and 6, students study a diverse array of contemporary 15-credit modules and undertake one 30-credit module at each level. Both 30 credit modules afford students the opportunity to undertake business projects and thus develop their project management skills. Students will be encouraged and supported by their module tutor to undertake their projects in an area of personal interest allied to a discipline that reflects their career goals. At level 5 students undertake a 40-hour work placement over the duration of their first semester of study and use this as a basis upon which to develop their assessment for the Contemporary Project Management in Practice module. Furthermore, at level 6 all students complete a Business Start-up module that culminates in a pitch to a panel of business experts. Pitching is one of the most valuable skills an entrepreneur can harness to sell what they do, raise finance or just to explain what they do/ their proposition concisely. Regardless of whether students wish to enter self-employment or employment this module will provide all students with an invaluable skill set for use within the wider world.</p> <p>Relevant commercial, transferable and research related skills are delivered progressively across the programme. Furthermore, students on the programme will be challenged to act in line with the ethos of the UN Sustainable Development Goals. The Sustainable Development Goals (SDGs) are a collection of 17 global goals designed to be a "blueprint to achieve a better and more sustainable future for all". Individual modules embed this ethos.</p> <p>The curriculum is also reinforced by its commitment to uphold the United Nations Global Compact (UNGC). The ten principles focus on key global challenges in the areas of human rights, labour, the environment, and anti-corruption. As global citizens, BA (Hons) Business Studies students will develop a global mindset to understand, appreciate and take appropriate local or international action in response to these global challenges.</p> <p>The curriculum maps to the BGU Graduate Attributes Award and further promotes the completion of the Graduate Attributes Excellence Award in the Level 6 module 'Exploring Professional Practice'.</p> <p>The programme structure aligns to the development of BGU Graduate attributes as follows:</p> <ol style="list-style-type: none">1: Academic Literacies - students are enabled to develop academic literacy through engagement with evaluating and synthesizing original empirical research into their assignments. These skills are developed from the start of study at Level 4 with an increase in complexity in the types of sources | |

used through the course of study. Additionally, assessments are specifically designed to support students in developing their academic competency, with levels of complexity increasing as the students' progress through the programme.

2: Global Citizenship – Students will develop a global perspective of Business through specific modules such as Organisational Environments and International Business. Furthermore, as mentioned previously the curriculum is reinforced by its commitment to uphold the United Nations Global Compact (UNGC).

3: Information Literacy – Information literacy will be developed throughout the programme although specifically in modules such as Contemporary Project Management in Practice and the Capstone Project in which students will be required to independently search for academic sources through for example electronic library databases and Google Scholar.

4: Digital Fluency – Assessments are designed to support students in developing digital fluency through a range of assessments including narrated PowerPoints, podcasts and through employing a commercial understanding of digital skills to produce a digital marketing plan in the level 5 module Digital Marketing Strategies. The teaching team will also model the use of technology through session delivery as appropriate.

5: Employability – Employability is a key focus of the course, and a balance has been sought between creating a vocational course while meeting the demands of degree level study. As graduate attributes are embedded into all modules, it is anticipated that all students will develop the transferable skills necessary for employment / self-employment / portfolio careers. The modules that form the programme have been designed to build and enhance employability skills reflecting employer needs. The Contemporary Project Management in Practice encompasses 40 hours of work placement activity, and this is key to building the skills required by graduate employers.

6: Being Enterprising – the course discipline coupled with the practical nature and characteristics of the course means that students are supported to develop creative problem-solving skills through directed independent learning. BA (Hons) Business Studies students have the benefit of studying Entrepreneurship and Intrapreneurship at level 4 and undertake modules in Social Innovation, Social Inclusion and Entrepreneurship and a Business Start-up module at Level 6. These modules provide students with the opportunity to develop more commercially minded enterprise skills. Throughout the programme, students will be challenged to develop intrapreneurial and entrepreneurial thinking and competency.

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| 23 | Learning and Teaching Strategies |
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- The programme helps students acclimatise to Higher Education and supports students through the different types of assessment they will engage with throughout the duration of the programme. Alongside the study skills taught by the programme's tutors, generalised and individual study skills support is provided by the delivering institution.
- Induction/transition sessions are included at the delivering institution on commencing level 4, 5 and 6, to support student expectations of the progressive academic requirements of each level of study.
- Within the programme, modules are taught by tutors with relevant professional knowledge, experience, and qualifications. Tutors will employ a range of teaching strategies that include interactive lectures, seminars and tutorials and use web-based tools to enable learners to engage with module content and issues related to assessments.

- E-resources such as e-books and web-based materials and a Virtual Learning Environment (VLE) are used to support augment in-person teaching, learning and assessment through activities such as directed reading (see Section 26 below for more detail).
- As appropriate to the module and content, the teaching team will utilise opportunities to teach students both in whole group situations and smaller seminar groups. In smaller group tasks, students are encouraged to peer-support one another through dialogue and collaborative learning.
- Student cohorts enter the course with a range of experiences, skills and/or qualifications. To support the students' variable needs, teaching and learning is differentiated. For example, key concepts may be contextualised to the students' professional experiences, through discussions relating to practice and practical activities. The aim is to create authentic, collaborative learning experiences within the classroom and independent study environments.
- Guest/ visiting tutors from within the delivering institution, BGU and/or from local and national statutory, private and voluntary organisations might also be utilised to support subject-currency and expose students to wider perspectives and/or specialised knowledge, where appropriate to do so.
- Students are supported by individual and group tutorials that are embedded into each module.

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| 24 | Assessment Strategies |
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Module assessments provide opportunities for students to acquire, develop and demonstrate knowledge and understanding, subject specific, intellectual, and transferable skills. A range of assessments are used which are relevant to the individual demands of the subject matter and enable students to participate in a varied and engaging educational experience. Assessments are used to appropriately test and encourage students to apply different areas of knowledge and demonstrate a wide range of skills.

Students are assessed by a single piece of assessment within each module that comprises the BA (Hons) Business Studies.

Across the programme the workload for students is also carefully managed through the effective scheduling of assessments and the use of a consistent rubric.

For written work at Level 4 a rubric of 2,000 words per 15 credits is applied. At Level 5, a rubric of 2,500 words per 15 credits is applied and at Level 6 a rubric of 3,000 words per 15 credits is applied. For practical work at Level 4 a rubric of 40 seconds per credit is applied. At Level 5, a rubric of 15 minutes per 15 credit is applied and at Level 6 a rubric of 20 minutes per 15 credits is applied.

Group work is not used as a summative assessment strategy although students can expect to work with others throughout the duration of their programme as noted in Section 22. Furthermore, formative assessment strategies will be employed throughout the programmes duration to monitor student learning and understanding, and to ensure that learners are in receipt of ongoing dialogue and feedback on their learning and progress. Learners will be engaged as partners in this process and will develop skills such as self-assessment and peer-assessment.

Students' knowledge, skills and critical understanding of the subject will be assessed by a variety of methods as follows:

| Module Code | Module Description | Credits | Year | Assessment and learning methods | | |
|-------------|----------------------------------------------------------------------------|---------|------|---------------------------------|-----------|------------|
| | | | | Exam/Written | Practical | Coursework |
| | | | | % | % | % |
| BUS41423 | Organisational Environments | 15 | 1 | | | 100% |
| BUS41523 | Marketing Fundamentals | 15 | 1 | | 100% | |
| BUS41623 | An Introduction to Human Resource Management | 15 | 1 | | 100% | |
| BUS41723 | An Introduction to Leadership and Management | 15 | 1 | | | 100% |
| BUS41823 | Finance and Business Performance | 15 | 1 | | | 100% |
| BUS41923 | Innovation and Creativity within Organisations | 15 | 1 | | 100% | |
| BUS42023 | Project Management and Implementation | 15 | 1 | | | 100% |
| BUS42123 | Entrepreneurship and Intrapreneurship | 15 | 1 | | 100% | |
| BUS51922 | Digital Marketing Strategies | 15 | 2 | | | 100% |
| BUS53323 | CSR & Sustainability | 15 | 2 | | 100% | |
| BUS53223 | An Introduction to Organisational Behaviour | 15 | 2 | | | 100% |
| BUS53123 | Exploring strategy and Risk Management | 15 | 2 | | | 100% |
| BUS53423 | Managing Performance through People | 15 | 2 | | | 100% |
| BUS53523 | Change Leadership and Decision Making | 15 | 2 | | 100% | |
| BUS53623 | Contemporary Project Management in Practice (Incorporating work placement) | 30 | 2 | | | 100% |
| BUS62222 | International Business | 15 | 3 | | | 100% |
| BUS62422 | Business Research Methods | 15 | 3 | | | 100% |
| BUS63023 | Equality, Diversity, and Inclusion in the Workplace | 15 | 3 | | 100% | |
| BUS63123 | Exploring Professional Practice | 15 | 3 | | 100% | |
| BUS63223 | Business Start-up | 15 | 3 | | 100% | |
| BUS63323 | Social Innovation, Social Inclusion, and Entrepreneurship | 15 | 3 | | 100% | |
| BUS63423 | Capstone Project | 30 | 3 | | | 100% |

Indicative Assessment Strategy

| Module Code | Module Title | Credits | Indicative Assessment Type and weighting | Indicative Assessment Loading | Indicative submission |
|-------------|------------------------------------------------|---------|--------------------------------------------------------------------------------------------------------------|-------------------------------|------------------------------------------------------------------------------------------|
| BUS41423 | Organisational Environments | 15 | Report | 2000 words | TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates. |
| BUS41523 | Marketing Fundamentals | 15 | Presentation | 10 minutes | TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates |
| BUS41623 | An Introduction to Human Resource Management | 15 | Narrated PowerPoint | 10 minutes | TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates |
| BUS41723 | An Introduction to Leadership and Management | 15 | Briefing Paper | 2000 words | TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates |
| BUS41823 | Finance and Business Performance | 15 | Report | 2000 words | TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates |
| BUS41923 | Innovation and Creativity within Organisations | 15 | Poster Presentation | 10 minutes | TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates |
| BUS42023 | Project Management and Implementation | 15 | Report | 2000 words | TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates |
| BUS42123 | Entrepreneurship and Intrapreneurship | 15 | Production of podcast | 10 minutes | TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates |
| BUS51922 | Digital Marketing Strategies | 15 | Digital Marketing plan to outline the practical implementation of the overarching digital marketing strategy | 2500 words | TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates |
| BUS53123 | Exploring strategy and Risk Management | 15 | Report | 2500 words | TBC in conjunction with BGU link tutor to reflect cohort |

| | | | | | |
|----------|-----------------------------------------------------------|----|----------------------------------------------------|---------------------------------------|-----------------------------------------------------------------------------------------|
| | | | | | start date and BGU board dates |
| BUS53223 | An Introduction to Organisational Behaviour | 15 | Essay | 2500 words | TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates |
| BUS53323 | CSR & Sustainability | 15 | Individual Presentation | 15 minutes | TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates |
| BUS53423 | Managing Performance through People | 15 | Academic Essay | 2500 words | TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates |
| BUS53523 | Change Leadership and Decision Making | 15 | Live presentation | 10 minutes plus 5 minutes questioning | TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates |
| BUS53623 | Contemporary Project Management in Practice | 30 | Extended Project | 5000 words | TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates |
| BUS62422 | Business Research Methods | 15 | Project Proposal | 3000 words | TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates |
| BUS63023 | Equality, Diversity, and Inclusion in the Workplace | 15 | 10 -minute TED style talk plus 5minute questioning | 15 minutes | TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates |
| BUS63123 | Exploring Professional Practice | 15 | Practical (Skills Showcase) | 15 minutes | TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates |
| BUS63223 | Business Start-up | 15 | 15-minute Pitch plus 5 minutes questioning | 20 minutes | TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates |
| BUS62222 | International Business | 15 | Academic Essay | 3000 words | TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates |
| BUS63323 | Social Innovation, Social Inclusion, and Entrepreneurship | 15 | Production of podcast | 20 minutes | TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates |

| | | | | | |
|----------|------------------|----|----------------------------------|------------|-----------------------------------------------------------------------------------------|
| BUS63423 | Capstone Project | 30 | Dissertation/ work-based project | 6000 words | TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates |
|----------|------------------|----|----------------------------------|------------|-----------------------------------------------------------------------------------------|

25 Inclusive Practice and Personal Development Planning

The delivering institution is responsible for supporting students' learning, both through regular support by the programme team, and any specific skills/learning support needed by individual students.

The programme aims to recruit students from a range of backgrounds to promote widening participation. Recruitment includes students from diverse backgrounds and those who do not have English as a first language. The recruitment process is sympathetic to these diverse characteristics and the delivering institution will take steps to determine individual readiness and ensure applicants are on the right programme for their needs and abilities.

Induction/transition sessions are included on starting level 4, 5 and 6 to support student expectations of the progressive requirements of each level of study. This is especially important at the start of the programme. For example, students entering this programme following a break in formal education will be supported by the programme team at the delivering institution to make a smooth transition to HE, and where relevant, the delivering institution's specialist study skills support staff.

The delivering institution will offer support to students in personal development and career planning in keeping with its usual provision and facilities for student engagement and student support. This may be enhanced within-programme where appropriate to do so.

The delivering institution will operate a tutor system so that each student has a designated tutor, to work with them on personal development planning.

Where necessary, the programme team can draw upon the expertise of specialist staff in the identification, assessment, and planning for specific learning needs (such as dyslexia screening), and subsequent support and reasonable adjustments.

26 Technology Enhanced Learning

Included within the Library Systems are access to journals and specific subject related learning resources. Module specific elements are laid down within individual modules. Technology enhanced learning is supported and enhanced by structured and systematic use of a VLE. Other applications (such as Microsoft Teams, or similar) may also be used to further augment Teaching and Learning.

While all modules adopt an in-person (face to face) learning and teaching approach, technology enhanced learning may be used where appropriate to support and deepen student understanding and outcomes through augmented individual (and/or) group activity. This activity might include for example, directed reading or audio-visual materials to stimulate critical thinking tasks, focussed reflection on practice or specific learning exercises.

Mediated online discussion boards may be used to provide a secure forum for sharing thoughts, examples, and reflections. Discussions must be monitored by the programme team. Ethical boundaries will be emphasised, to protect confidentiality. Access to such discussions must be secure and restricted to internal users within the delivering institution.

The delivering institution will apply relevant codes of conduct about online behaviour and fair use, in keeping with BGU's usual expectations.

| | |
|-----------|-----------------------------------------------|
| 27 | Work-related Learning and/or Placement |
|-----------|-----------------------------------------------|

Opportunities for work-related learning arise at all levels within the programme through the core curriculum design. In line with QAA guidance on Enterprise and Entrepreneurship Education (2018) the programme design provides learning opportunities that are focused on supporting behaviours, attributes and competencies that are likely to have a significant impact on the individual student in terms of successful careers, which in turn adds economic, social, and cultural value to the UK. The 'Contemporary Project Management in Practice' module at level 5, and the Capstone Project module at level 6 afford students an opportunity to undertake a 40-hour work placement allied to their own interests and career preferences. Throughout the programme, students undertake activities and assignments that use the context of work to develop their knowledge, skills and understanding. In addition to the formal placement within the programme students are also encouraged to undertake work-based learning through either / a combination of volunteering, part-time employment or self-employment opportunities within their own time throughout the duration of their programme.

Business, industry and organisation experts are encouraged to work with partners / programme teams to develop initiatives and activities within the programme, examples include assessments based on client-based live projects, case studies, role plays and simulations, field trips (including virtual tours), advice and training in enterprise, business start-up, and commercialisation, all of which, build work related learning opportunities for BA (Hons) Business Studies Students.

| | |
|-----------|----------------------|
| 28 | Employability |
|-----------|----------------------|

BGU has a strong reputation for developing highly skilled, sought-after, employable graduates. The curriculum has been designed to enhance employability at all levels of study. Employability is seen as an intrinsic aspect of all degree programmes offered by BGU and Graduate Attributes are embedded within each undergraduate programme.

Through working with employers and key stakeholders this programme has been designed to equip students with future-fit skills that will empower them to improve their lives and futures.

Wherever relevant, the programme level Learning Outcomes that describe 'Transferable Skills' are embedded within specific module level Learning Outcomes. Consequently, such generic employability-related skills are often reflected in assignment tasks.

SECTION E1 (YEAR 1) FOUNDATION YEAR: PROGRAMME MANAGEMENT

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| 29 | Programme Specific Admission Requirements |
| <p>There is no formal requirement for UCAS points to join the Foundation Year although normally GCSE English or equivalent is desirable. The Foundation Year syllabus does not include any specific element of upskilling in English language. Entrants must be able to demonstrate a minimum level of competence in English language.</p> <p>In addition to this, some programme pathways have specific entry requirements, either at point of entry to the Foundation Year, or as a requirement in order to progress to the articulated degree programme. Details of specific entry requirements for each programme pathway are outlined in Appendix 1.</p> <p>There is no provision for Accreditation of Prior Learning in respect of the Foundation Year.</p> <p>Applicants may be interviewed to ascertain their suitability for the Foundation Year. This may be undertaken by MS Teams or telephone where required.</p> <p>Applicants will select, at the time of application, the articulated degree programme that they wish to follow. The suitability of the selected, articulated degree programme will be assessed separately.</p> <p>You may be required to undertake an Enhanced DBS check prior to enrolment on one of our programmes. For further information regarding this including a list of relevant programmes please see the university's Code of Practice for DBS Checks for Applicants and Students.</p> | |
| 30 | Programme Specific Management Arrangements |
| <p>The Foundation Year sits within the Secondary, FE and teacher Development portfolio as part of the academic Faculty and is led by the Programme Leader for Foundation Year. The programme will be taught by the dedicated Foundation Year team.</p> | |
| 31 | Staff Responsibilities |
| <p>Leadership of modules will be undertaken by specified team members as Module Leaders. Staff on the programme will be allocated to learners as personal tutors. In addition, an academic 'subject liaison tutor', for each subject, will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring support for learners as appropriate. Academic staff from subject discipline areas will engage with Foundation Year learners during their studies by welcoming them to attend subject-taster sessions of the existing, validated undergraduate degree programme at Level 4. This enables Foundation Year learners to experience subject-specific 'tasters', typically of 8 hours, as part of module FDY007: Reflective Learning.</p> | |
| 32 | Programme Specific Academic Student Support |
| <p>Close engagement with the wider professional services as part of the learner experience will be embedded within each module of the Foundation Year programme. The CELT team, specifically Learning Development and Digital Learning, will support academic literacies, digital capabilities, and work towards assessments. In</p> | |

addition, IT will lead sessions to ensure basic digital literacies and the Library Liaison Team will support information literacies. BG Futures will support career aspiration and development. The Student Advice team will support wellbeing and, alongside CELT, will seek to develop the resilience and growth mindset of the Foundation Year learners. Learners will have an allocated personal tutor as part of Bishop Grosseteste University's Personal Development Plan (PDP). The PDP is monitored via the Development and Career Plan (DCP) process including the development of the learner's e-portfolio. Learners will also be aligned to a 'subject liaison tutor' who will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring support for learners as appropriate.

33 Programme Specific Student Evaluation

The Foundation Year programme complies with current institutional evaluation policies and annual monitoring.

The programme team are committed to ensuring a positive learner experience and working in partnership with learners to feed forward and enhance the learner experience at both modular and programme level. Learner engagement and evaluation is considered on all aspects of the programme both formally through University processes and informally through the personal tutor structures. The programme team will work closely with the Foundation Year learners to ensure they are engaged participants in the evaluation process.

In addition, student representatives will be invited to team meetings at regular intervals to provide opportunity for student voice, as well as feeding forward news and enhancements to the programme. Actions will be minuted and channeled through relevant boards, committees and quality assurance processes.

SECTION E2 (YEARS 2-4) BA (HONS) BUSINESS STUDIES: PROGRAMME MANAGEMENT

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 29 | Programme Specific Admission Requirements |
| <p>Applicants will normally need 96-112 UCAS tariff points (from a maximum of four Advanced Level qualifications) to join the BA (Hons) Business. BGU welcome a range of qualifications that meet this requirement, such as A/AS Levels, BTEC, Access Courses, International Baccalaureate (IB), Cambridge Pre-U, Extended Project etc. This list is not exhaustive, and applicants should explore the range of qualifications in the UCAS tariff that they can use to apply.</p> <p>Potential students in possession of alternative qualifications, transferable credits, or relevant experience will be invited to apply through the University's RPL processes. BGU encourage applications from mature students and recognise that their experience or qualifications are likely to be different. Candidates with other entry qualifications and experience are welcome. The University Admissions Team can advise on their equivalence to the standard entry qualifications. Formal reference should also be made to the Code of Practice for the Admission of Students.</p> | |
| 30 | Programme Specific Management Arrangements |
| <p><u>General</u></p> <p>The BA (Hons) Business Studies programme is authored and validated at BGU. It is subject to BGU Codes of Practice and Regulations, including admissions, quality assurance, external examining, and awards. The programme will be managed through the Faculty structure at BGU. It will have a named programme leader within the Business subject team.</p> <p><u>Collaborative Partnerships</u></p> <p>Collaborative, academic partnerships are subject to relevant processes and formal agreements being implemented at institutional level. Where the BA (Hons) Business Studies programme is delivered by an external, partner institution, this collaboration is executed under the terms and conditions of individual institutional partnership agreements and the BGU Code of Practice for Collaborative Provision.</p> <p>In keeping with the BGU Code of Practice for Collaborative Provision, whenever the BA(Hons) Business Studies programme is delivered collaboratively with a partner institution, the programme leader at the delivering institution is responsible for the day-to-day organisation of the programme. This involves producing schemes of work and teaching materials, planning and resourcing all teaching, learning and assessment on the programme. The delivering institution will undertake marking and internal moderation.</p> <p>Course timelines and assessment points will be agreed between the delivering institution with BGU, enabling suitable time frames for cross moderation and external examining, and BGU's Module Boards and Boards of Examiners. BGU will be responsible for ensuring that a suitable EE has been appointed.</p> <p>The named programme leader within the subject team at BGU (or delegated) will act as the subject-specialist link tutor. Further detail about the specific responsibilities of link tutors and programme leads at collaborative partner institutions are available in the BGU Collaborative Handbook. The effective management and quality assurance of the programme will be further facilitated and supported by the Academic Lead for Flexible and Distributed Learning at BGU, as per the Code of Practice.</p> <p>The effective management and quality assurance of the programme will be further facilitated and supported by the Academic Lead for Flexible and Distributed Learning at BGU, as per the Code of Practice. The programme will adhere to BGU's Quality Assurance mechanisms and processes including Programme Committee Meetings (three times per year), annual monitoring reports (AMR), and enhancement planning.</p> | |

The programme will adhere to Codes of Practice at BGU/the delivering institution as set out in the institutional agreement.

31 Staff Responsibilities

The programme leader at the delivering institution is responsible for day-to-day organisation, including producing schemes of work and teaching materials, and planning and resourcing all teaching, learning and assessment on the programme. The programme team at the delivering institution remains under the leadership and management structures of their employing institution. Module leadership may be delegated, accordingly.

In keeping with the BGU Code of Practice for Collaborative Provision, whenever the BA(Hons) Business Studies programme is delivered collaboratively with a partner institution, the named programme leader within the subject team at BGU (or delegated colleague) will act as the subject-specialist link tutor. This work will be overseen by the relevant Head of Programmes, on behalf of BGU academic faculty. Further detail about the specific responsibilities of link tutors and programme leads at collaborative partner institutions are available in the BGU Collaborative Handbook.

Sharing of teaching resources across institutions delivering the same/similar programmes is considered good practice and is encouraged, wherever possible to enhance the teaching and learning on the programme and promote a positive student experience.

The effective management and quality assurance of the programme will be further facilitated and supported by the Academic Lead for Flexible and Distributed Learning at BGU, as per the Code of Practice.

32 Programme Specific Academic Student Support

The delivering institution will be responsible for specific academic support related to this programme, such as IT support, access to VLE and other applications, relevant software, and data bases. The delivering institution will be responsible for the conduct of assessment and associated support for students during the assessment process.

33 Programme Specific Student Evaluation

The programme complies with current BGU institutional evaluation policies. The delivering institution will enable students to participate in relevant evaluations and surveys. This might be facilitated by BGU, as appropriate to the programme and site of delivery.

Under the BGU Code of Practice for Collaborative Provision, where delivered collaboratively, the Programme Committee includes student representation and offers an additional forum for student voice. The delivering institution may augment this with its internal representation and evaluation processes.

SECTION F1 (YEAR 1) FOUNDATION YEAR: MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

| Module Name | K&U1 | SPS1 | SPS2 | IS1 | TS1 | TS2 |
|-----------------------------------------|------|------|------|-----|-----|-----|
| FDY00120 Self As Learner | ■ | □ | ■ | ■ | ■ | ■ |
| FDY00220 Resourcing Learning | ■ | □ | ■ | ■ | □ | ■ |
| FDY00320 Critical Thinking | □ | ■ | □ | ■ | □ | ■ |
| FDY00420 Critical Engagement | ■ | □ | ■ | □ | □ | ■ |
| FDY005206 Effective Communication | ■ | ■ | ■ | ■ | ■ | □ |
| FDY00620 The Digital Learner | □ | □ | ■ | ■ | ■ | ■ |
| FDY00720 Reflective Learning | □ | □ | □ | ■ | ■ | ■ |
| FDY00820 Academic Writing | ■ | ■ | ■ | □ | ■ | ■ |

SECTION F2 (YEARS 2-4) BA (HONS) BUSINESS STUDIES: MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

| Modules | Programme Outcomes for Level 4 | | | | | | | | | | | | | | | | | |
|------------------------------------------------|--------------------------------|------|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | K&U1 | K&U2 | K&U3 | K&U4 | SPS1 | SPS2 | SPS3 | SPS4 | SPS5 | IS1 | IS2 | IS3 | IS4 | TS1 | TS2 | TS3 | TS4 | TS5 |
| Organisational Environments | x | x | | x | | | | | | x | x | x | x | x | x | x | x | |
| Marketing Fundamentals | x | x | | x | | | | | | x | x | x | x | x | x | x | x | x |
| An Introduction to Human Resource Management | x | x | x | x | x | | x | | | x | x | x | x | x | x | x | x | |
| An Introduction to Leadership and Management | x | x | x | x | x | | x | x | x | x | x | x | x | x | x | x | x | |
| Finance and Business Performance | x | x | x | | | x | | | | x | x | x | x | x | x | x | x | x |
| Innovation and Creativity within Organisations | x | x | | | | | | | | x | x | x | x | x | x | x | x | |
| Project Management and Implementation | x | x | | | | | | | | x | x | x | x | x | x | x | x | x |
| Entrepreneurship and Intrapreneurship | x | x | | | x | | x | x | | x | x | x | x | x | x | x | x | |

| Modules | Programme Outcomes for Level 5 | | | | | | | | | | | | | | | | | |
|-------------------------------------------------------------------------------------------------------------|--------------------------------|------|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | K&U1 | K&U2 | K&U3 | K&U4 | SPS1 | SPS2 | SPS3 | SPS4 | SPS5 | IS1 | IS2 | IS3 | IS4 | TS1 | TS2 | TS3 | TS4 | TS5 |
| Digital Marketing Strategies <small>*(Not within core 90 credits therefore does not need to map)</small> | x | | x | | x | | | x | x | x | x | | x | x | x | x | x | x |
| CSR & Sustainability <small>*(Not within core 90 credits therefore does not need to map)</small> | x | x | x | x | x | | x | x | x | x | x | x | x | x | x | x | x | |
| An Introduction to Organisational Behaviour | x | x | x | x | x | | | | x | x | x | x | x | x | x | x | x | |
| Exploring strategy and Risk Management | x | x | x | x | x | x | | x | x | x | x | | x | x | x | x | x | x |
| Managing Performance through People | x | x | x | x | x | | x | | x | | x | x | x | x | x | x | x | |
| Change Leadership and Decision Making | x | x | x | x | x | | x | | x | x | x | x | x | x | x | x | x | |
| Contemporary Project Management in Practice | x | | x | | x | x | | x | x | x | x | | x | x | x | x | x | x |

| Modules | Programme Outcomes for Level 6 | | | | | | | | | | | | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|------|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | K&U1 | K&U2 | K&U3 | K&U4 | SPS1 | SPS2 | SPS3 | SPS4 | SPS5 | IS1 | IS2 | IS3 | IS4 | TS1 | TS2 | TS3 | TS4 | TS5 |
| Business Research Methods | | | x | | x | x | | | | x | x | | x | x | x | | x | x |
| Equality, Diversity, and Inclusion in the Workplace <small>*(Not within core 90 credits therefore does not need to map)</small> | x | x | x | x | x | | x | x | | | | x | x | x | x | x | | |
| Exploring Professional Practice | | x | x | | | | x | | | | | x | x | x | x | | | |
| Business Start-up | x | x | x | x | x | x | x | x | x | | | | x | x | x | | | |
| International Business | x | x | x | x | x | | x | x | x | x | x | x | x | x | x | x | x | |
| Social Innovation, Social Inclusion, and Entrepreneurship <small>*(Not within core 90 credits therefore does not need to map)</small> | x | x | x | x | x | | x | x | | | | x | x | x | x | x | | |
| Capstone Project | x | x | x | x | x | x | | x | | x | x | x | x | x | x | x | x | x |

SECTION G1 (YEAR 1) FOUNDATION YEAR

MAP 2

Graduate Attribute Mapping

Please indicate which of the Graduate Attributes that you have considered and where they are considered within the course.

| Attribute | K&U1 | SPS1 | SPS2 | IS1 | TS1 | TS2 |
|----------------------|------|------|------|-----|-----|-----|
| Academic Literacies | | | | | | |
| Global Citizenship | | | | | | |
| Information Literacy | | | | | | |
| Digital Fluency | | | | | | |
| Employability | | | | | | |
| Being Enterprising | | | | | | |

Graduate Attributes

- GA1. **Academic Literacies** This covers the range of academic skills that you develop through undertaking university-level study.
- GA2. **Global Citizenship** This is about understanding the global context in which you live, study and work
- GA3. **Information Literacy** This is about being able to search for, locate, utilise and manage information effectively and ethically
- GA4. **Digital Fluency** These are the skills and practices of using digital technology effectively for learning, working and participating in society
- GA5. **Employability** This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life
- GA6. **Being Enterprising** This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

NB the above align to the Employability outcomes on the module specifications

<http://www.bishopg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx>

SECTION G2 (YEARS 2-4) BA (HONS) BUSINESS STUDIES

MAP 2

Graduate Attribute Mapping

Please indicate (with a X) which of the Graduate Attributes that you have considered and where they are considered within the course.

| Attribute | Programme Learning Outcomes | | | | | | | | | | | | | | | | | |
|----------------------|-----------------------------|------|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | K&U1 | K&U2 | K&U3 | K&U4 | SPS1 | SPS2 | SPS3 | SPS4 | SPS5 | IS1 | IS2 | IS3 | IS4 | TS1 | TS2 | TS3 | TS4 | TS5 |
| Academic Literacies | X | X | X | X | X | X | X | | | X | X | X | X | X | X | X | X | X |
| Global Citizenship | | X | | X | | | X | X | X | X | X | X | | | | X | | X |
| Information Literacy | | X | | | X | X | X | | | X | X | X | X | X | X | X | X | X |
| Digital Fluency | | X | X | | | | | | | X | X | X | X | | | | X | X |
| Employability | | X | | X | X | | X | X | X | X | X | X | X | X | X | X | | X |
| Being Enterprising | | X | X | | X | | X | X | | | X | X | X | | | X | | |

Graduate Attributes

GA7. [Academic Literacies](#) This covers the range of academic skills that you develop through undertaking university-level study.

GA8. [Global Citizenship](#) This is about understanding the global context in which you live, study and work.

GA9. [Information Literacy](#) This is about being able to search for, locate, utilise and manage information effectively and ethically.

GA10. [Digital Fluency](#) These are the skills and practices of using digital technology effectively for learning, working and participating in society.

GA11. [Employability](#) This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life.

GA12. [Being Enterprising](#) This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation.

NB the above align to the Employability outcomes on the module specifications

<http://www.bishopg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx>

SECTION H (YEARS 1-4) BA (HONS) BUSINESS STUDIES WITH FOUNDATION YEAR

MAP 3

Approved Modifications to Programme Specification since Approval/Last Review

The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.

| QASA Reference | Brief Outline of Light/Minor Modification/ Major Modification <i>(Light/Minor - include level & title of modules & a brief description of modification)</i> <i>(Major - include details of change such as new routes, pathways etc)</i> | Date of QASA Approval (or event) | Approval effective from: | Details of cohort of students who will be affected by the modification <i>(eg students entering Level 5 from September 2016 onward)</i> |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
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SECTION I (YEARS 1-4) BA (HONS) BUSINESS WITH FOUNDATION YEAR

MAP 4

Mapping of PSRB requirements against the Programme

The following should be used as a guide to identify and specify all PSRB requirements that have to be met in order to qualify a learner against the PSRB.

| | PSRB Name/Standard: | | | | | |
|------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------|
| | PSRB Requirement <i>Please details requirement of PSRB here</i> | PSRB Requirement <i>Please details requirement of PSRB here</i> | PSRB Requirement <i>Please details requirement of PSRB here</i> | PSRB Requirement <i>Please details requirement of PSRB here</i> | PSRB Requirement <i>Please details requirement of PSRB here</i> | PSRB Requirement <i>Please details requirement of PSRB here</i> |
| Met? | | | | | | |
| Modules Identified in: | | | | | | |
| Evidence of Requirement met | | | | | | |
| Location of PSRB Approval Document | | | | | | |