

**PROGRAMME SPECIFICATION**

for the award of

**Foundation Degree (Arts) Business and Management Practice**

**Managed by Oxford Brookes Business School**

**delivered by Solihull College & University Centre**

<b>Date approved:</b>	11.04.2017
<b>Applies to students commencing study in:</b>	September 2018

**RECORD OF UPDATES**

<b>Date amended*</b>	<b>Nature of amendment**</b>	<b>Reason for amendment**</b>
28.03.2018	Major change to add delivery at the Stratford-upon-Avon Campus	Solihull College and University Centre and Stratford Upon Avon College merged on the 1st of February 2018

## SECTION 1: GENERAL INFORMATION

<b>Awarding body:</b>	Oxford Brookes University
<b>Teaching institution and location:</b>	Solihull College & University Centre: <ul style="list-style-type: none"> <li>• Stratford-upon-Avon Campus, The Willows North, Alcester Road, Stratford-upon-Avon CV37 9QR</li> <li>• Blossomfield Road Campus</li> </ul>
<b>Language of study:</b>	English
<b>Final award/s:</b>	Foundation Degree (Arts)
<b>Programme title:</b>	Business and Management Practice
<b>Interim exit awards and award titles available:</b>	Certificate of Higher Education
<b>Brookes course code:</b>	<ul style="list-style-type: none"> <li>• SH25: Stratford-upon-Avon Campus, The Willows North, Alcester Road, Stratford-upon-Avon CV37 9QR</li> <li>• SH37: Blossomfield Road Campus</li> </ul>
<b>UCAS code:</b>	tbc
<b>JACS code:</b>	N100 Business Studies
<b>HECoS code:</b>	100079
<b>Mode of delivery:</b>	Face to face
<b>Duration of study:</b>	Full-time (2 years) Part-time (3 years) (Students must complete the programme within a maximum of six years)
<b>Subject benchmark statement/s which apply to the programme:</b>	QAA Subject Benchmark Statement for Business and Management (General) revised 2015. Published/archived at: <a href="http://www.qaa.ac.uk/en/Publications/Documents/SBS-business-management-15.pdf">http://www.qaa.ac.uk/en/Publications/Documents/SBS-business-management-15.pdf</a>
<b>Professional accreditation attached to the programme:</b>	None
<b>Apprenticeship Standard:</b>	Not applicable
<b>University Regulations:</b>	The programme conforms to the University Regulations for the year of entry as published/archived at: <a href="http://www.brookes.ac.uk/regulations/">http://www.brookes.ac.uk/regulations/</a>

## **SECTION 2: WHY STUDY THIS PROGRAMME?**

### **2.1 RATIONALE FOR/DISTINCTIVENESS OF THE PROGRAMME**

The Foundation Degree in Business and Management Practice provides a practical business education programme for students who wish to study at Higher Education level in their local area. Designed in cooperation with and supported by employers, the programme has a strong focus on employability skills appropriate to the workplace. It is delivered in such a way as to enable students to continue in employment while studying. Students have the opportunity to progress to the BA (Hons) Business and Management Practice Level 6 'Top-Up' final year either at Abingdon & Witney College or Solihull College & University Centre (Blossomfield Road Campus) or to the BA (Hons) Business and Management Level 6 final year at Oxford Brookes University.

### **2.2 AIM/S OF THE PROGRAMME**

The aim of the programme is to support and develop students for careers in the areas of Business and Management. The programme has been developed in a way which explores each of these strands progressively, whilst maintaining a holistic view of business within various contexts.

The **Business** strand introduces students initially to the scope and functions of business and gradually develops their understanding of the internal and external environment in which businesses operate.

The **Management** strand takes basic management concepts and theories to a contemporary and practical level and integrates organisational behaviour aspects with management and decision making.

Within their first year, students are introduced to areas such as criticality and academic writing, in addition to developing a portfolio to support their professional development. In the second year students focus on research skills and developing their skills of enquiry in preparation for their final year Business Project (work-based focused). This also helps prepare them for their honours year modules (e.g. dissertation) should they wish to progress on to the final year BA (Hons) 'Top-Up'.

### **2.3 STAFFING**

The core teaching team is staffed from permanent members of Solihull College & University Centre. There will be a web link to college Faculty staff when available. An indicative list of permanent staff with the relevant expertise is shown below:

Phil Bancroft: experience in delivering Accounts and Finance up to level 6 previous experience in delivering business modules to Level 5. (educated to Level 6);

Keri Lanyon: Programme Leader with experience in business, leadership and management and Marketing teaching to Level 6 (educated to Level 7);

Dee McGhee: Teaching experience in Human Resources and Leadership, delivering CIPD modules to Level 7 (educated to Level 7);

Andrea Rathbone: experience in delivering business management modules to Level 6 and conducting PhD research in HRM (studying for Level 8);

Nicola Small: Teaching & Consulting experience in Human Resources and Leadership, Research and dissertation supervisor at level 7, delivering CIPD modules to Level 7 (educated to Level 7).

Mary Younan: Programme Manager, experience in delivering Management & Strategy up to Level 7. (Senior Fellow of the HEA) and educated to Level 7.

There will also be a number of visiting professionals who deliver real life and relevant examples across the different modules and levels. (Confirmation of guest speakers is available in module handbooks).

## **SECTION 3: PROGRAMME LEARNING OUTCOMES**

On successful completion of the programme, graduates will demonstrate the following Brookes Attributes:

### **3.1 ACADEMIC LITERACY**

1. Demonstrate understanding of how key business functions, processes and structures, and their interrelationships, contribute to business effectiveness.
2. Understand and evaluate the complex and uncertain nature of the global environment and its effects upon strategic management.
3. Understand business, management and leadership processes, concepts and frameworks in a range of organisational, industrial and international contexts (also in Active Citizenship).
4. Demonstrate strategic awareness and an ability to analyse and evaluate options that contribute to business policies and strategies.
5. Identify competencies in the leadership and management of organisational activities and processes in a range of contexts.

### **3.2 RESEARCH LITERACY**

6. Conduct business and management research using appropriate methodologies and techniques.
7. Use appropriate theoretical models to judge the significance of the data collected, recognising the limitations of the enquiry.

### **3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY**

8. Develop knowledge of systematic and integrated approaches to the management of people that acknowledge the uncertainty, complexities and interdependencies of management (also in Academic Literacy).
9. Demonstrate awareness of personal responsibility and the importance of values, ethics and social responsibility in business and personal life (also in Active Citizenship).
10. Demonstrate self-awareness by reflection on continuing personal and professional development including the ability to self-evaluate their performance.
11. Manage, with minimum guidance, own learning, exercising initiative and personal responsibility, can seek and make use of feedback and self-evaluate own work.

### **3.4 DIGITAL AND INFORMATION LITERACY**

12. Deploy relevant techniques for the effective financial management of business (also in Academic Literacy).
13. Make effective and efficient use of digital and on-line resources.
14. Make effective and confident use of relevant and appropriate technologies to enhance learning, communication and strategic decision making.
15. Communicate information, ideas, problems and solutions in a professional manner using appropriate media and work effectively online with others using collaborative tools
16. Be confident and flexible in identifying and defining complex problems and the application of appropriate knowledge, tools / methods to their solution (also in Academic Literacy).

### **3.5 ACTIVE CITIZENSHIP**

17. Demonstrate understanding of the complex and uncertain nature of the global environment and its effects upon strategic management.

18. Interact effectively within a global team / learning / professional group, recognise, support or be proactive in leadership, negotiate in a professional context and manage conflict.

## SECTION 4: CURRICULUM CONTENT & STRUCTURE

### 4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

The programme consists of 14 compulsory modules that are completed full-time over two years with a part-time option over three years.

#### Full-time

Module No.	Module Title	Level	Credits	Pre-requisites	Semester	Assessment
<b>Year One</b>						
4001	Introduction to Marketing	4	15		1	Coursework 50% Examination 50%
4002	Business & Management Concepts	4	15		1	Coursework 85% In-class test 15%
4003	Digital Information for Business	4	15		1	Coursework 100%
4004	Personal Development	4	30		1 & 2	Coursework 100%
4005	Managing Business Operations	4	15		2	Coursework 100%
4006	Accounting for Business	4	15		2	Coursework 100%
4007	Internal & External Customer Communications	4	15		2	Coursework 100%
<b>Year Two</b>						
5001	Managing Work Performance	5	15		1	Coursework 100%
5002	Project Management	5	15		1	Coursework 100%
5003	Business Project	5	30		1 & 2	Coursework 100%
5004	Strategic Management	5	15	Business & Management Concepts	1	Coursework 100%
5005	Business and Finance	5	15		2	Coursework 80% In-class test 20%
5006	Developing Management Capabilities	5	15	Business & Management Concepts and Personal Development	2	Coursework 100%
5007	Human Resource Management in Practice	5	15		2	Coursework 100%

### 4.2 PROGRESSION AND AWARD REQUIREMENTS

#### Progression through the Programme

In order to complete satisfactorily a year of full-time study, a student: must pass at least 90 credits during the year.

In order to complete satisfactorily a year of part-time study, a student: must pass at least 45 credits during the year.

#### Award

Updated December 2017

The Foundation Degree in Business and Management Practice is awarded to a student who successfully completes the modules shown in the programme structure and earns 240 CAT credits. A Certificate of Higher Education may be awarded, as an exit award only, to a student who passes 120 credits of Level 4 modules.

There is the opportunity for students to progress on to a further year of study in order to complete a full Honours Degree. The minimum entry requirement for progression to the BA (Hons) Business and Management Practice Level 6 'Top-Up' year at Abingdon & Witney College or Solihull College & University Centre (delivered at Blossomfield Road Campus) or to the BA (Hons) Business and Management Level 6 Final Year at Oxford Brookes University is a Pass on this Foundation Degree programme. However, a typical offer will be conditional upon an average of at least 55% over the Level 5 modules of the programme.

#### **4.3 PROFESSIONAL REQUIREMENTS**

Not applicable.

## **SECTION 5: TEACHING AND ASSESSMENT**

This programme emphasises active learning and facilitative teaching methods through which students are expected to construct their own knowledge and understanding by engaging in supported processes of enquiry, often carried out in small groups so giving opportunity for frequent and informal feedback. It also encourages a participative approach to learning including collaborative learning and peer review.

The programme emphasises the exploration of business and management issues and problems that are set in work-based contexts, which allows theory to be explored through interesting and challenging situations, thus marrying critical enquiry with practical insights. Students are at the centre of the learning process, making their own connections between ideas. Synthesis is encouraged with enquiries involving the integration of knowledge from multiple subject areas that can be applied to business and management practice

#### **5.1 TEACHING AND LEARNING STRATEGIES**

Throughout the programme, teaching and learning strategies acknowledge and encourage a range of learning styles. The programme aims to provide a balance between provision of information and opportunities to assimilate actively, apply, question, debate and reflect critically. Teaching and learning strategies:

- introduce and encourage students to engage in new areas of knowledge while also giving them the opportunity to broaden and deepen their existing knowledge;
- encourage students to engage in critical analysis of concepts, theories and practice and to test their analysis against received understandings and practices;
- provide the opportunity to acquire practical experience in a range of activities relevant to students' roles in the business environment from empirical research to presenting their findings;
- encourage students to engage in critical reflection of self, others and business and management practice.

#### **5.2 TEACHING AND LEARNING METHODS**

Throughout the programme, students are given opportunities to:

- participate in lectures, seminars and workshops which develop their knowledge and understanding of issues related to their role in the business environment;
- work in groups to examine and discuss issues;
- work with a wide range of practical resources, including appropriate computer hardware and software
- use e-learning as a tool to support their learning;
- participate in 1:1 tutorials; and
- undertake projects to benefit their employers and their own professional development.

The programme acknowledges the importance of student engagement and involvement both within and outside the formal classroom. The methods with which such engagement is developed include: student-centred, active learning pedagogies (e.g. enquiry based learning, collaborative activity, peer review);

assessment and feedback processes; the development of a more personal and relational learning environment; and enhanced opportunities for student and staff interaction.

### **5.3 TEACHING AND LEARNING SUPPORT**

The Programme Leader ensures the programme runs smoothly, as well as supporting the students through regular and structured meetings throughout the programme to review progress and get help with academic development. The Module Tutors provide academic tutoring and answer subject queries during modules.

An induction programme is provided before teaching begins in the first semester, providing the opportunity to meet fellow students outside the classroom situation. It also introduces the philosophy of the programme, the rationale for its design and delivery, and provides insight into what is expected of students.

A number of people are available to support, guide and assist personal development during the programme. The Programme Leader and the Personal Tutor work as a team to ensure the programme runs smoothly. The Module Leaders and Module Tutors provide academic tutoring and answer subject specific queries during modules. Each student is invited to regular and structured meetings throughout the programme to review progress and get help with academic development. College Support Services can provide one-to-one support, advice and guidance on a range of issues, such as personal and family problems, disability or sickness, learning difficulties and money worries. As enrolled students of Oxford Brookes, students have access to all University's support and disability services, including the Students' Union and Careers and Employment Centre

Students are also entitled to access the support offered at Oxford Brookes:

<https://www.brookes.ac.uk/students/upgrade/>

<https://www.brookes.ac.uk/students/wellbeing/dyslexia-spld/>

<https://www.brookes.ac.uk/students/wellbeing/disability/>

Handbooks are available for both the programme and for each individual module. The module handbook includes:

- Contact details of the module leaders and tutors
- Specific content and learning outcomes
- Week by week topics and activities
- Details of required class preparation
- Recommended and required reading
- Coursework assessment including the task, learning outcomes, assessment criteria and deadlines.

The College Careers Service offers guidance on career planning as well as practical advice on CV writing, mock interviews and assessment centres, tutorials and careers counselling. This service is provided through scheduled in-class tutorials or planned one to one sessions. The Programme Leader informs students of scheduled Career Fairs and graduate placement opportunities.

### **5.4 THE DEVELOPMENT OF BROOKES ATTRIBUTES**

#### **5.4.1 ACADEMIC LITERACY**

To underpin their future careers in business and management, students need skills of critical thinking informed by relevant theoretical perspectives to make effective decisions in the context of the uncertain and rapidly changing business environment. Consequently, the distinctive learning approach of this programme is enquiry-based learning that underpins the development of the intellectual skill of critical enquiry and encourages active engagement with the discipline.

#### **5.4.2 RESEARCH LITERACY**

Research Skills are embedded and developed through the Business Project at Level 5. The application of research tools, analysis, argument, debate, evaluation and decision-making to a wide range of contemporary strategic business scenarios is required to complete most of the assignments in this degree at Level 5.

### **5.4.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY**

Students are introduced to Personal Development Planning (PDP) including reflective practice and self-evaluation at Level 4. Developing Management Capabilities module uses critical reflection and evaluation, with a view to positively impacting academic and work performance and the attainment of future career positions.

### **5.4.4 DIGITAL AND INFORMATION LITERACY**

E-learning is used as a tool to support learning in a variety of ways, including online resources and activities. The development of students' digital literacies, including skills in online communication and collaboration, begins at Level 4 in Digital Information for Business. In terms of information literacy, the focus is on developing students' skills in selecting relevant information and data and synthesising and integrating that information for decision making.

### **5.4.5 ACTIVE CITIZENSHIP**

The programme's aim is that students develop a deep understanding of the complexities of the global business environment and the skills to manage that complexity, including consideration of the intercultural issues relating to management.

### **5.5 HOURS OF STUDY**

Contact hours comprise a mix of lectures (including guest speakers as well as more theory-based material), seminars, workshops and tutorials. The students' approach to enquiry is supported and structured through, for example, in-class exercises, debates, discussions and case study analysis, during their contact hours. In general, a single module (15 CATS credits) comprises 150 hours of study including 24 hours contact time (lectures, seminars/workshops) and 126 hours of guided learning (reading, coursework preparation, revision etc).

### **5.6 ASSESSMENT**

The programme's overarching aim regarding assessment is to use assessment to both measure student achievement and to promote student learning and engagement. Within this, the programme seeks to implement a programme focused assessment strategy to achieve four main objectives:

- i. Firstly, the reduction of assessment pressure points and consequent stress on both staff and students.
- ii. Secondly, to enhance student engagement and ability to make informed judgements on their own work.
- iii. Thirdly, to enhance student progression and achievement of programme learning outcomes through the provision of effective feedback and feed forward.
- iv. Finally, through diligent adherence to Business School and University quality assurance policies and procedures and critical self-evaluation of the programme's learning, teaching and assessment processes to ensure (within pragmatic limits) the assessment of student learning is both valid and reliable and does not unfairly disadvantage any student.

### **5.7 OXFORD BROOKES ASSESSMENT COMPACT**

In line with the Brookes Assessment Compact (at <http://www.brookes.ac.uk/aske/brookes--assessment-compact/>) the objectives outlined in 5.6 are met through:

- An assessment schedule developed and agreed by the programme showing assessment load, type and balance across compulsory modules;
- The identification and mapping of the key learning outcomes, graduate attributes and transferable skills within the programme structure.
- An enquiry-based pedagogy including early diagnostic assessment in Level 4 to enhance student engagement embed good study habits and inform teaching practice.
- Enhanced formative assessment to allow for practice and rehearsal of literacies and skills as well as unfamiliar assessment methods.
- Feedback strategies that promote the active engagement of students with their feedback and where feed-forward opportunities are explicitly articulated.

Feedback on students' work is provided in a range of ways at various times throughout this programme, and different feedback serves slightly different purposes. Feedback is designed to support students' learning and help them to improve subsequent work, and they are encouraged to make good use of all feedback provided. Feedback is available throughout the modules not just on formally assessed tasks. It is provided on students' work and contribution in class, on the formal assessment tasks and in 1:1 tutorials with academic staff.

## **5.8 ASSESSMENT REGULATIONS**

The assessment regulations conform to Oxford Brookes University's academic regulations for Foundation Degree programmes at <http://www.brookes.ac.uk/regulations/current/specific/b1/>

Please refer to the programme handbook for full details of the specific programme regulations for this programme.

# **SECTION 6: ADMISSION TO THE PROGRAMME**

## **6.1 ENTRY REQUIREMENTS**

Entrants to the Foundation Degree programme should normally meet one of the following sets of requirements:

Three passes at GCSE (grades A – C) or O-level (grades A – C), normally including Mathematics and English Language:

### **PLUS**

- a minimum of one pass at A-level or 6-unit Vocational A-level;
- OR
- a National Certificate or Diploma or other equivalent qualification, such as GNVQ/NVQ or other level 3 vocational qualification.
- OR
- exceptionally, applicants who can demonstrate, through an extended CV, references and interview, that they have the knowledge and abilities equivalent to those possessed by holders of the level 3 qualification, listed above may be admitted with dispensation from the requirement to possess those qualifications.

Potential students without level 3 qualifications should be advised that their future progression to higher level study may be limited as a consequence of not holding the formal qualifications.

As work-based learning is an integral part of a Foundation Degree, in addition to holding one of the above entry qualifications, applicants should normally have a current role in an appropriate workplace setting and provide a line manager's letter of support and recommendation. The work environment may be voluntary or paid, full-time, part-time or work placement. It is the student's responsibility to secure a role in order to complete the assessment on the programme. Failure to secure access to an appropriate work environment may mean that the student is unable to complete the programme.

Applicants may be interviewed and may be required to undertake IT, numeracy and literacy tests as part of the assessment by the College, to ensure that they possess the appropriate attributes to succeed on the programme.

Full-time students apply through UCAS, while part-time students may apply direct to the College for admission to the Foundation Degree.

### **English Language Requirements**

Applicants whose first language is not English must also demonstrate that their level of English is acceptable, by achieving a score in a recognised test such as:

- British Council IELTS: normally minimum Level 6.0 overall with a minimum of 6.0 in the reading and writing components.

The University's English language requirements can be found at <http://www.brookes.ac.uk/international/how-to-apply/undergraduate/undergraduate-entry-requirements/>

## **6.2 DBS AND OTHER PRE-COURSE CHECKS REQUIRED**

Not applicable.

## **SECTION 7: PREPARATION FOR EMPLOYMENT**

Work-based learning is the central and integrating element of the programme and academic knowledge and understanding are reinforced by the development of vocational skills. The programme comprises a range of work-based tasks and activities related specifically to aspects of business and management practice within the workplace.

Students must be employed (voluntary or paid) for the duration of the programme and are provided with opportunities to use the workplace as a point of reference for their assignments. This enables them to appreciate the links between theory and practice and develop an understanding of key business related issues within a vocational context. To support this vocational learning, students normally have a workplace mentor, whose role is to support them in the workplace and to liaise with their personal tutor.

As this is a foundation degree, most assessment requires students to draw on their experience at work and carry out research into business and management. Employers provide students with opportunities to experience, develop and demonstrate skills related to their assessments. Assessment related directly to a student's place of employment is on the Level 4 modules Digital Information for Business and Internal & External Customer Communications and the Level 5 (double) module Business Project. Students may also have the opportunity to use their workplace as a point of reference for their assessment on other modules (to be discussed with Module Leaders).

The College organises a range of visiting speakers to underpin the students' learning on the programme.