

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

INTRODUCTION

Identifiers (e.g. a, b, c etc.) should be used throughout this document to indicate programme variants which will be advertised independently on UCAS. Pathways within programmes that do not constitute a unique award do not need to be identified formally in this way.

Examples of programme variants include:

- a. BSc Computer Science (full-time) – single honours degree
- b. BSc Computer Science (Part-time) – single honours variant
- c. BSc Computer Science with a Year in Industry – single honours variant
- d. BSc Computer Science with a Year Abroad – single honours variant
- e. BSc Computer Science with a Foundation Year – single honours variant
- f. BSc Computer Science (Games Development) – single honours with pathway
- g. BSc Computer Science (Games Development) with a Foundation Year – single honours with pathway with variant
- h. MEng Computer Science – integrated masters
- i. MEng Computer Science (Games Development) – integrated masters with pathway
- j. Diploma Computer Studies – named exit award

A GENERAL INFORMATION

1 Partner institution

Please state the name of the partner institution.

Barnsley College

2 Programme awards and titles

State the full list of proposed awards and titles for the programmes and all of their variants using indicators (e.g. a,b,c etc.) to identify each one. If a stage end award title must be different to the final award title then please include details of this here.

BA (Hons) Business and Enterprise

3 Cluster to which the programmes and their variants belong

If new, please state NEW. For existing clusters please state the rationale for inclusion.

It is proposed that the current BA (Hons) Enterprise and Entrepreneurship programme be modified to create a programme that has the best fit for purpose and meets the needs of both the students progressing from the College and in the local area. It is intended to broaden our offer to students by combining a Business discipline with Enterprise to give a wider choice for students to pursue either a business career or entrepreneurial route post-graduation, rather than an either or, which is currently the case. The pathway for students at present is to follow a business route from within the college; by combining with Enterprise, it is hoped this approach will have more appeal. The local area welcomes new business start-up and receives support through the Sheffield City Region initiative. This enhances the outcome opportunities for students.

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4	Type of programmes <i>Please place the relevant programme identifiers (a,b,c etc.) against each programme type below.</i>	
	UG Single honours	a
	Integrated Masters	
	PG Cert	
	PG Dip	
	Taught Masters	
	Foundation Degree	<i>Please indicate articulation routes:</i>
	Honours Stage (Top-up)	
	Other	<i>Please detail:</i>
5	Validation category <i>Please tick to indicate whether this is a Franchised, Consortium or Validated (set of) programmes.</i>	
	Franchised	<input type="checkbox"/>
	Consortium	<input type="checkbox"/>
	Validated	a
6	UCAS codes <i>If known, please include the UCAS code for these programmes.</i>	
	BUEN	
7	HECoS codes <i>If known, please include the appropriate HECoS codes for the programmes.</i>	
8	Awarding Institution	
	University of Hull	
9	Locations within Partner Institution <i>State the schools/departments/subject areas that will have overall responsibility for the management, administration and quality assurance and enhancement of the programmes.</i>	
	Business, Warehousing & Logistics Dept. Barnsley College Higher Education Quality & Registry Department	
10	Partner Institution Programme Leader's name and email <i>Please identify one lead person per programme.</i>	
	Paula Clark p.clark@barnsley.ac.uk	

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11	University Link Faculty and School/Department <i>Please state the primary link faculty and school/department at the University of Hull</i>										
	Business School										
12	University Link Faculty Academic Contact <i>Please provide a contact name, title, address, email and telephone number</i>										
	David Harness d.harness@hull.ac.uk										
13	Locations of delivery <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the locations of delivery of each programme.</i>										
	Church Street Campus										
14	Types of Study <i>Please place the relevant programme identifiers (a,b,c etc.) against each type of study.</i>										
	<table border="1"> <tr> <td>Full-time</td> <td>a</td> </tr> <tr> <td>Part-time</td> <td></td> </tr> </table>		Full-time	a	Part-time						
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Part-time											
15	Modes of study <i>Please place the relevant programme identifiers (a,b,c etc.) against each mode of study.</i>										
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Online/Distance											
Other		<i>Please specify:</i>									
16	Duration <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the total number of years that students will be registered on each programme and its variants e.g. 3 years full-time, 6 years part-time.</i>										
	3 years (full-time)										
17	<i>Please place the relevant programme identifiers (a,b,c etc.) against each semester to be used.</i>										
	<table border="1"> <tr> <td>Trimester 1</td> <td>✓</td> </tr> <tr> <td>Trimester 2</td> <td>✓</td> </tr> <tr> <td>Trimester 3</td> <td></td> </tr> </table>		Trimester 1	✓	Trimester 2	✓	Trimester 3				
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18	<p>Number of weeks per semester <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the number of weeks per trimester each programme and variant will use and the total number of weeks per academic year.</i></p>
	<p>a Trimester 1: 17 weeks Trimester 2: 18 weeks Trimester 3- 0 weeks</p> <p>Total number of weeks per academic year: 35 weeks</p>
19	<p>Balance of credits across trimesters <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the balance of credits each programme and variant will use, e.g. 60 credits per semester.</i></p>
	<p>a 60 credits per trimester</p>
20	<p>Classification weighting <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the classification weighting for each programme and variant, e.g. 40:60 (Diploma:Honours).</i></p>
	<p>a Weighting 30-70 (diploma: honours)</p>
21	<p>Progression arrangements for Integrated Masters and/or Preliminary Stage <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the point at which students can step on/off the Integrated Masters and what rules govern this (e.g. students must achieve a minimum of 60% at Level 5 to progress onto the Integrated Masters).</i></p>
	<p>n/a</p>
22	<p>Professional, Statutory or Regulatory Bodies <i>Please provide the names of any accrediting or reviewing professional, statutory or regulatory bodies which will, or are expected to, recognise or accredit the programmes alongside the level and type of expected accreditation, with dates of approval where appropriate.</i></p>
	<p>n/a</p>
23	<p>Relevant Subject Benchmark Statements <i>State those subject benchmarks that are most relevant to the programmes and have been drawn upon in its design. It may be appropriate to use more than one QAA Subject Benchmark Statement, in which case give details. In those cases where no subject benchmarks apply, not applicable should be entered as opposed to omitting the section or leaving it blank. QAA subject benchmark statements exist for Honours degrees in most disciplines, and for Masters degrees in a small number of disciplines.</i></p>

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Using QAA Subject Benchmark Statements for Business and Management (2015), 2.3 *'Preparation for business' should be taken to mean the development of a range of specific business knowledge and skills, together with the improved self-awareness and personal development appropriate to graduate careers in business with the potential for management positions and to employability in general. This includes the encouragement of positive and critical attitudes towards change and enterprise, so as to reflect the dynamism and vibrancy of the business environment'.*

The key aims of the programme are to develop and nurture students' understanding of business management and business start-up and to enable students to develop a range of skills and knowledge to enable a new business venture. A range of inter and intra personal skills will be developed enabling effective networking with a range of entrepreneurs and local business networks. Adaptability and resilience will be reinforced throughout, using case studies and real life examples through work based learning whilst developing and enhancing key employability and management skills (BS 2.3)

2.4 *'Not every graduate will engage subsequently in a business and management career or will have entered directly from secondary education. Therefore, 'skills and attributes' should be understood to include the development and enhancement of a range of general transferable intellectual and study skills, which, while being highly appropriate to a career in business and management, are not restricted to this and will also equip students to become effective and responsible global citizens'.*

The programme welcomes applications from mature students who bring a range of valuable life experiences. One of the key aims is to develop a range of academic skills which will support future pathways and ventures and equip students for further study, employment or business start-up. Weekly tutorial sessions aim to develop independent lifelong learners with autonomous study skills through blended learning activities. Learning activities, where appropriate, will be placed in a global context and ethical considerations debated where relevant (BS 2.4).

BS3.7 states graduates should be able to demonstrate subject knowledge and understanding in key areas, amongst which business innovation and enterprise development is included. The programme has an overarching aim for students to take 'innovative' business ideas to create new products, services or organisations including identifying intellectual property and appreciation of its value.

BS3.9 sets out skills relevant to business and management including innovation, creativity and enterprise and the ability to act entrepreneurially generating, developing and communicating ideas delivering successful outcomes. Again this forms the overarching aim of the programme to equip students with skills and opportunities to develop innovative ideas and communicate to business mentors. Students will be given opportunities to demonstrate creativity and innovation and push personal boundaries through creative activities.

QAA Guidelines for UK HE Providers: Enterprise and Entrepreneurship Education (2012) suggests there is debate concerning the distinction between study of the topic (learning 'about') and learning how to do or be (learning 'for').

The programme offers opportunity for learning with a focus on creating enterprising mind-sets in graduates and what it is to be an Entrepreneur and Business Professional. Delivered through experiential learning strategies that engage and enhance students' abilities and skills and as with all academic disciplines, practice is underpinned by theory providing an ideal combination of learning.(QAA E&E 2018.)

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	<p>A range of Graduate Outcomes are included in the publication “QAA Guidelines for UK HE Providers Enterprise and Entrepreneurship Education (2018)”, which includes enterprising behaviours, attributes and skills, entrepreneurial effectiveness, thematic approaches, inter and intra personal skills, communication and strategic planning. The programme through its range of modules and varied assessment practices seeks to develop and enhance graduate outcomes in each of these areas through working with internal and external experts and interaction with local businesses throughout the programme</p>
<p>24</p>	<p>Other references used in designing the programmes <i>e.g. service groups in health-related areas; industrial expert advice; other external stakeholders etc.</i></p>
	<p>Consultation has been carried out with a range of external stakeholders, these include:</p> <ul style="list-style-type: none"> • Barnsley College Higher Education 3rd Year Innovation Students. Students currently studying on BA (Hons) Music Programmes were consulted regarding the programme and commented positively and showed interest in the subject focus and indicated they would have most certainly been interested in applying for such a programme had this been available at the start of their HE study. • Entrepreneurs and Industry Mentors. Local Entrepreneurs and a network of local businesses (iTrust) have regular involvement with the College and participate in our FE Enterprise provision. Consultation has taken place around the programme and the positive response received is demonstrated through the commitment shown to participate in the programme and engage with students to offer real life experience. • National Enterprise Networks (Enterprise Educators UK). Enterprise Educators UK (EEUK) are an organisation (members in excess of 100) of predominantly HE and some FE organisations who have networked, supported and developed enterprise education for over 15 years. This National network, run by a Board of Directors elected from the membership, brings together over 1,600 enterprise and entrepreneurship educators and practitioners. The purpose of EEUK is to support members to increase the scale, scope and effectiveness of enterprise and entrepreneurship education. The Directors of EEUK which includes our Assistant Principal and Head of Enterprise have been consulted in the development of this programme. <p>Key research reports were used to influence the development of the programme to ensure focus on areas pertinent to contemporary entrepreneurship. The World Economic Forum’s report on Europe’s Hidden Entrepreneurs: Entrepreneurial Employee Activity and Competitiveness in Europe, suggests entrepreneurs working within an organisation are important drivers of economic innovation and, in addition the new projects they are working on can have greater potential for job creation. (World Economic Forum/GEM Consortium.Org, 2016). It was therefore considered important to ensure a high level of employability skills and competencies be developed throughout the programme should graduates wish to gain employment within industry.</p> <p>The Department for Innovation, Business and Skills (BIS Research Paper 236) agrees that it is possible to identify a set of skills that can be characterised as ‘entrepreneurial’, which are closely related to, but distinct</p>

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	<p>from leadership and management skills. The paper also suggests there is some evidence that some entrepreneurship skills can be taught and/or learned, however entrepreneurs tend to learn less effectively from traditional didactic approaches. It is therefore important for the programme to move away from traditional teaching methods and focus on the practical element of learning. The paper also suggests the most effective approaches to developing entrepreneurship skills involve experiential learning based around task-oriented development, focused on real business problems. Opportunity is provided throughout the programme for students to network amongst and work alongside entrepreneurs and also produce a consultancy project on a real life business.</p>																											
25	<p>Anticipated student numbers Please indicate using the relevant programme identifiers (a,b,c etc.) the anticipated cohort numbers for the first three years' intake onto each programme.</p>																											
	<table border="1"> <thead> <tr> <th rowspan="2">Identifiers</th> <th colspan="2">First intake</th> <th colspan="2">Second intake</th> <th colspan="2">Third intake</th> </tr> <tr> <th>Home/EU</th> <th>Overseas</th> <th>Home/EU</th> <th>Overseas</th> <th>Home/EU</th> <th>Overseas</th> </tr> </thead> <tbody> <tr> <td>a</td> <td>15</td> <td></td> <td>15</td> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Minimum number of students: 8</p>	Identifiers	First intake		Second intake		Third intake		Home/EU	Overseas	Home/EU	Overseas	Home/EU	Overseas	a	15		15		15								
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26	<p>Programme cohort start dates Using the relevant programme identifiers (a,b,c etc.), please indicate the cohort start dates for each programme and variant.</p>																											
	a - September 2019																											
B	<p>PROGRAMME DESIGN Please ensure that where necessary, each section below clearly identifies differences/additions for each programme and its variant using the programme identifiers (a,b,c etc.) allocated in section A2 of this form.</p>																											
27	<p>Programme Rationale and Overview Provide a brief introduction to and rationale for the programmes, identifying the distinctive/salient features and the 'big ideas' that thread through their design. Please identify three to five high level 'big ideas' articulating the key ideas and ways of thinking, practising and knowing that lie at the heart of the key disciplines or areas of practice encompassed by each programme and its variants. Literature suggests that these are likely to be fundamental to learning within the discipline and will change the ways in which students think and act in a transformative way. For example, what changes are necessary for a student to move from leaving with a degree in social science, to becoming an emergent social scientist, or leaving with a degree in design to becoming an emergent designer?</p> <p>Please refer to Briefing Note A: Using a Threshold Concepts Approach to Inform Curriculum Design</p>																											
	<p>The programme is unique to the institution and the local geographical area which does not currently offer a qualification of this type at this level of study. It is envisaged that the programme will help support and grow the local economy in the town and support local entrepreneurial and business talent. Innovation, creativity, self-development and employability are key themes throughout and are transferable to employment within the business sector should that route be taken upon graduation. The range of skills and competencies developed are often sought by employers and could give graduates the edge over other</p>																											

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candidates. The programme provides a pathway of students entering from the FE College in a range of disciplines and vocational areas where business, business start-up and self-employment is a viable progression route. It is envisaged that the course will raise aspirations of students and a realisation that employment within a business organisation or running their own business is a possibility.

The programme's 'big ideas' identifies factors that highlight entrepreneurialism as an economy boosting and viable progression route which develops the global citizen along the programme journey. It aims to enhance employment and career opportunities, build business and transferable skills; combining academic rigor through the coverage of the key areas of contemporary business and in doing so will give students a well-rounded knowledge base. A core principle in the development of confidence towards work and practice, enabling professionalism within any organisation, be it the public, private sector or business start-up and self-employment.

1. *Entrepreneurs and Business Start-Up is a Key to Economic Growth*

Government indicators in areas of funding and support for SME's provide consistent messages which encourage business start-up. Lord Young's Report 'Enterprise for All' (2014) and 'Growing your Business' (2013) states 'entrepreneurs are the backbone for an economically stable country'. The programme aims to inspire and support students to start up a business providing employment and help to improve the local economy in the town and grow the networks of local business which support enterprise locally. Raising aspirations is a fundamental aspect of the institution and this programme gives an opportunity for students to pursue an idea, access guidance and develop the necessary personal skills to pursue business start-up.

Start Up Britain (2017) reports 657,790 new business were started in 2016; this trend has risen year on year since 2011. By providing a programme which can encapsulate, promote and support economic development, this can only be viewed as a positive addition to any institution whilst promoting and supporting the upward trend towards entrepreneurial activities within the UK.

2. *Business Start-Up is a Viable Progression Route in Any Industry*

Business start-up or self-employment can be undertaken in almost any industry, from an actual start-up to business consultant. The programme is accessible to students from a range of disciplines and provides a pathway for students progressing from the FE College who wish to develop their skills leading to a start-up business. The range of skills required for business start-up are varied and reinforced throughout the programme and modules therein which equip students with a level of knowledge and understanding to progress their business start-up. The threshold concepts are themselves innovative in this field and encompass nurturing an innovation/business idea and its development into a viable business.

3. *Enterprise and Innovation is a Conduit for Employability*

Students are expected to develop in confidence, adaptability and commercial awareness whilst progressing through the programme. Communication, decision making, leadership, negotiation, and networking opportunities will arise throughout the modules and delivery. Skills such as numeracy, problem solving, research skills, team work and time management are key to the development of individuals and opportunities to develop arise within assessment practices and opportunities to work with others, both internally and external. Enterprise and entrepreneurship development overall would enhance, develop and promote all of these skills and many others by the nature of the programme,

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	<p>teaching style and shared experience. All these skills are transferrable to the work place and prepare students for employment should this progression route be chosen.</p> <p>4. <i>Development of Enterprising Skills Ensures Students ‘World Readiness’</i> It is very difficult to identify a single definition for entrepreneurship, by the nature of how it is understood and the way in which learning develops provides an interdisciplinary subject area. Although an element of general business knowledge and awareness would shape learning, it is difficult to determine the parameters in which an enterprising individual operates. It could be suggested the social sciences can be applied to the reasoning of an entrepreneur through multi-disciplinary boundaries such as sociology, economic, finance and marketing but no single discipline can provide the relevant knowledge and tools for a new business start-up. The subtleties of the phenomenon of entrepreneurship can be examined and emphasis placed on an identified range of skills which are targeted for development within the programme.</p> <p>A key principle of this course is the supporting the region’s widening participation agenda and the need to raise aspirations for progression to higher education within Barnsley and surrounding areas. It takes into account the regional strategic economic growth priorities which seek to promote and support educational attainments within the Business and Professional Services sector and develop higher skills in the workforce.</p> <p>The modified programme will provide the opportunity for work placement to support the gaining of valuable applied experience of a real work environment. Learning and work are interlinked and it is recognised that different workplaces will provide different opportunities to relate learning and skills.</p>
<p>28</p>	<p>Programme Aims <i>As a guide, you should have four to six programme aims. Please see: A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull for further information.</i></p> <p><i>Please remember to include any additional programme aims for the programme variants listed on this form using the identifiers allocated in section A1 of this form.</i></p>
	<p>Key aims of the programme:</p> <ol style="list-style-type: none"> 1. The programme aims to provide Higher Education opportunities to students from a range of backgrounds including those who would not traditionally enter higher level study. This fulfils the widening participation agenda and core values of Barnsley College Higher Education 2. To develop and nurture students’ understanding of business and business start-up and to support students to leave with an actual developed business and/or specialist knowledge of the business environment to progress into a graduate career within the business sector. 3. To develop a range of academic skills to support future ventures/pathways and equip students with skills to critically analyse and reflect to inform future actions. 4. To impart experience, knowledge and shared experiences from Entrepreneurs and the local business community and to engage in experiential learning experiences including failures as well as successes. 5. To introduce students to thematic areas of innovative concepts within an interdisciplinary context. 6. To support a growing generation of Entrepreneurs and Innovators. 7. To enrich students with a range of employability skills transferable to industry or self-employment.

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29	<p>Programme Outcomes <i>As a guide you should have six to eight programme outcomes. Please see: A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull for further information.</i></p> <p><i>Please remember to include any additional programme outcomes for the programme variants listed on this form using the identifiers (a,b,c etc.) allocated in the Award section. Where relevant, please cross-reference your programme outcomes to the relevant QAA subject benchmark statements and professional, statutory and regulatory body requirements.</i></p> <p><i>Programme outcomes reflect the overall expectations of student learning for a full programme award. Consideration must also be given in their design to the expectations of student learning at each programme stage. At each of these potential exit points, a defined set of programme outcomes achieved at the relevant level (e.g. level 4,5 and6) will identify the stage outcomes that will constitute the achievement of an intermediate programme award. These stage outcomes must be clearly articulated in the curriculum maps (Section F) to ensure that students who exit with lower qualifications have demonstrated the requirements for that qualification. Stage outcomes in the curriculum map are those programme outcomes that are fully met or partially met in two or more modules at the relevant stage.</i></p>																									
	<p><i>On successful completion of this programme, students will:</i></p> <table border="1"> <thead> <tr> <th style="text-align: center;">POs</th> <th style="text-align: center;">Programme Outcome Text</th> <th style="text-align: center;">Programme/ Variant Identifier</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">PO1</td> <td>Study in-depth and intellectually challenging business and enterprise topics, to develop analytical, critical and creative abilities.</td> <td style="text-align: center;">a</td> </tr> <tr> <td style="text-align: center;">PO2</td> <td>Understand and have developed enterprising characteristics and skills, recognise patterns and opportunities in a range of environments.</td> <td style="text-align: center;">a</td> </tr> <tr> <td style="text-align: center;">PO3</td> <td>Be able to reflect on experiences and use networking skills with entrepreneurs and stakeholders to increase support and validation of ideas.</td> <td style="text-align: center;">a</td> </tr> <tr> <td style="text-align: center;">PO4</td> <td>Be able to describe and propose business start-up opportunities to include financial interpretation and impact.</td> <td style="text-align: center;">a</td> </tr> <tr> <td style="text-align: center;">PO5</td> <td>Be able to communicate with clarity both written and verbally the theoretical approaches to business development and develop the ability to persuade others.</td> <td style="text-align: center;">a</td> </tr> <tr> <td style="text-align: center;">PO6</td> <td>Be able to evaluate and make decisions in a range of situations including areas of risk and varying economic conditions including a global focus.</td> <td style="text-align: center;">a</td> </tr> <tr> <td style="text-align: center;">PO7</td> <td>Be prepared for a range of business related or other (related) careers both as employees, self-employed professionals or founder of a new business start-up.</td> <td style="text-align: center;">a</td> </tr> </tbody> </table> <p>This programme equips students with theoretical knowledge and practical skills for entering into a career within the business sector, setting up, managing and running a business. The programme offers students the opportunity to experience a combination of classroom based lectures and skill building development workshops where knowledge will be applied to real world scenarios. Approaches to learning and teaching are based on case studies, personal experience and reflections and in-class exercises. Debates will be encouraged to demonstrate developing communication skills alongside reflective learning. Theory will be applied to practice through the use of guest speakers including those from small/medium sized enterprises (SMEs) and local industry. Employability skills will be developed and supported throughout each level of</p>		POs	Programme Outcome Text	Programme/ Variant Identifier	PO1	Study in-depth and intellectually challenging business and enterprise topics, to develop analytical, critical and creative abilities.	a	PO2	Understand and have developed enterprising characteristics and skills, recognise patterns and opportunities in a range of environments.	a	PO3	Be able to reflect on experiences and use networking skills with entrepreneurs and stakeholders to increase support and validation of ideas.	a	PO4	Be able to describe and propose business start-up opportunities to include financial interpretation and impact.	a	PO5	Be able to communicate with clarity both written and verbally the theoretical approaches to business development and develop the ability to persuade others.	a	PO6	Be able to evaluate and make decisions in a range of situations including areas of risk and varying economic conditions including a global focus.	a	PO7	Be prepared for a range of business related or other (related) careers both as employees, self-employed professionals or founder of a new business start-up.	a
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	<p>study which will encourage students to self-reflect and continue a journey to respective employability and future outcomes.</p> <p>This will be achieved through:</p> <ul style="list-style-type: none"> • Acknowledging theoretical and conceptual frameworks to business start-up challenges. • Applying theory and concepts to real life case study examples. • Identifying problems, reviewing literature and collation of data to promote and develop analytical and critical thinking and skills. • Participating in group work and constructively and critically evaluate work through self-reflection. <p>To achieve these outcomes the programme adopts an interdisciplinary approach to developing knowledge holistically through a range of literature in the mainstream of Entrepreneurship intertwined with key functional areas of Enterprise and Business development.</p>
<p>30</p>	<p>Learning and Teaching Approach</p> <p><i>Please outline your proposed approach to learning and teaching. This should not be a list of types of teaching, but should provide an explanation as to how you will teach and students will learn and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed pedagogic approach is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to learning and teaching (disciplinary pedagogies) that will underpin the educational experience of the programmes and will support the types of students that you are expecting to attract.</i></p> <p><i>Please refer to Briefing Note B: Developing Disciplinary Pedagogies</i></p>
	<p>This programme is relatively new and there are a few institutions and organisations globally who have a developed programme for business combined with enterprise and entrepreneurship. By the very nature of enterprise and what it means to be enterprising, the pedagogic approach will be of an experiential nature thereby equipping students with a range of skills of a creative and self-developing nature. Introducing mentors, entrepreneurs and staff experienced in business start-up, enterprise and entrepreneurship allowing students to learn and model from the experiences of others in the field.</p> <p>The direction of activity and experiential learning will be a theme throughout the programme with the use of reflective practice to ensure experiential learning. Reflections on developing skills and practice and real life case studies will be used to enrich the quality of the learning experience. The range of modules and particular style of engagement in assessment (current, practical and relevant approaches to actual real life examples) will give the student a parameter to hone their ideas. Delivery staff will help promote inspiration and vision as key drivers for an entrepreneur.</p> <p>To encourage autonomy, Inquiry Based Learning is encouraged by the nature of the subject area. Students are encouraged to explore their ideas and take an active part in their personal learning journey; facilitation will be provided through mentors and delivery team. A community of learning will be encouraged amongst students and peer assessment used to engage students and develop inter-personal skills essential for a developing entrepreneur.</p> <p>Assessments have been designed to ensure value to the development of an entrepreneur and to develop the required tools to enter into a market and thrive as a business owner. Assessments are varied and will</p>

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	<p>help develop students' ability to respond to change, generate and respond to ideas and push personal boundaries. Consultation has taken place with entrepreneurs to develop a range of assessments that are relevant and reflect future activities once established as an entrepreneur.</p>
31	<p>Assessment Approach <i>Please outline your proposed approach to assessment. This should not be a list of types of assessment, but should provide an explanation as to how you will assess and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed assessment strategy is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to assessment.</i></p> <p><i>Please refer to Briefing Note C: Transforming the Experience of Students Through Assessment</i></p>
	<p>Reliability and validity will be key to the assessment approach with a combination of formative and summative assessments to allow for students to reflect on practice and on constructive feedback. Outcomes will include the completion of a business plan which will enable access to finance/investment and other external uses. This will give students a firm foundation for progression into business start-up both during and as a post course progression. The inclusion of an optional strategic business development plan provides students with the opportunity to focus on a business related project.</p> <p>At each level of study, students will be assessed on their understanding through a variety of reflective assessments alongside in session activities and tasks where students will be encouraged to share their interpretation on the subject area throughout. There is no single definition of enterprise therefore enterprise capability will be acquired through the development of skills such as communication, decision making, presentation and creativity and problem solving. These skills in themselves contribute to employability and will aid students in their chosen progression route. There is an emphasis on presentation skills and developing public speaking within the assessments, these are considered valuable skills for the developing Entrepreneur/Business Professional</p> <p>Further research from existing networks and practitioners in enterprise education has confirmed the need to develop soft skills; assessment methods have been designed to develop personal skills which will be mapped and assessed throughout to develop a confident student with the skills relevant to thrive within a business network. Students will have access to a range of entrepreneurs as guest speakers and/or mentors who can advise with reasoned judgement on the viability of their idea making for a practical and real student experience. Where appropriate guest lecturers would support module delivery and contribute to module feedback.</p>
32	<p>Key Areas of Study <i>Please describe the key topics and foci of study of the programmes proposed on this form. This information can potentially be used as a basis for additional programme marketing material, so please keep the target audience of students in mind.</i></p>
	<p>The programme embraces the concept of experiential learning whilst acquiring real knowledge and practical expertise to support a business start-up idea and growth aspirations. The programme offers access to business professionals and entrepreneurs, focus on real business experiences including master classes and visits to local businesses. The programmes focusses on supporting a growing generation of</p>

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	<p>entrepreneurs and enriching students with a range of employability skills transferable to industry, employment or self-employment.</p> <p>Key topics include:</p> <ul style="list-style-type: none"> • Enterprise and Innovation • International Business • The Business Environment • Business Start-up ,Development and Management • Entrepreneurship • Marketing • Leadership and Management
33	<p>Curriculum Structure</p> <p><i>In this section, please explain how the content of the curriculum described above will be organised and why. Your discussion should include information on:</i></p> <ul style="list-style-type: none"> • Progression: <i>how the curriculum promotes an organised progression so that the demands on the learner are progressive in terms of intellectual challenge, skills, knowledge and learning autonomy;</i> • Coherence and Integrity: <i>the overall coherence and intellectual integrity of the programmes and student experience.</i> <p><i>You may wish to refer back to section B25 of this form as part of this discussion.</i></p>

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The modules within each level allow for learner progression and have been integrated and mapped across a framework of outcomes suitable for the level of study. Marketing knowledge is further developed through modules delivered at level 5 (Marketing Essentials) and level 6 (Enterprise Strategic Marketing) which allows students to further focus their knowledge to a strategic level.

Progression through the modules will align to students' development of their business ideas and identifying risks involved whilst offering a relatively safe parameter to work within. Businesses featured within the case studies include 'learning' Companies within the College and Church Street Campus which include a Hair and Beauty Salon, Graphic Design Studio, Café, Restaurant and Construction Company. The College also has links with local business who can offer work based learning placements to allow students to focus on specialist areas such as Human Resource Management, Marketing and Finance.

Each level of study has been designed to stretch and challenge understanding and knowledge as well as developing reflection skills. Autonomous learning is a prevalent theme and given the nature of entrepreneurship, autonomy will be encouraged and developed throughout to give students confidence to progress on completion of the programme.

Level 4 – will develop and establish knowledge, understanding and comprehension of basic themes of creativity and innovation and introduce functions involved in the setting up and structure of a business. Academic and Professional skills modules will allow students to identify areas for development within their academic skills and enable goal setting and reflection to facilitate progression. The concept of Managing Organisations and People is also introduced which leads into Human Resource Management and Business Finance modules.

Level 5 – will enhance the foundations developed at Level 4 with more context, marketing and International Business focusses on changing European business environment. Entrepreneurship and personal skills development will be further refined to provide a range of transferable skills which will be applied to real business issues.

Level 6 – develops critical understanding and adoption of an analytical judgement based approach. Incorporation of strategic marketing and leadership (following exploration and introduction in previous levels) will allow students to take risks and think entrepreneurially. This demonstrates enterprise management and leadership competencies considered critical when setting up a business. During the second trimester the 40 credit modules finalise the programme and will give students the opportunity to focus on either discipline.

The rationale for the 40 credit modules being an opportunity and challenge for students to complete a larger piece of work which develops preparation for the workplace. The module will enable students to carry out a Business Feasibility study on their business ideas and plans and then go on to explain how the enterprise skills developed throughout the programme will allow them to succeed in their future progression. Students considered a progression into a role within the Business sector will have the option to focus their final project on Business Growth and Development within their chosen sector.

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Level 4 Year 1	
Trimester 1	Trimester 2
Exploring Enterprise	Managing Organisations and People
Academic & Professional Skills	Human Resource Management
Business Environment	Business Finance
Level 5 Year 2	
Trimester 1	Trimester 2
Managing a Small Business	International Business
Business Communications and Networking	
Marketing Essentials	Introduction to Strategy for Business
Work Based Learning (Business and Enterprise)	
Level 6 Year 3	
Trimester 1	Trimester 2
Enterprise Strategic Marketing	
Business Ethics and Social Responsibility	Leadership and Management
Social Entrepreneurship and Enterprise	Enterprise & Business Development (option 1 – 40 credits)
	Business Development(option 2 - 40 credits)

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34	<p>Compensation rules <i>Using the relevant programme identifiers (a,b,c etc.), please list any modules included in this application that are non-compensatable for each programme and variant.</i></p>
	N/A
35	<p>Condonement rules <i>Using the relevant programme identifiers (a,b,c etc.) please list any modules included in this application that are non-condonable for each programme and variant.</i></p>
	N/A
36	<p>Internationalisation <i>'Internationalisation is a key feature of the UK HE agenda [and...] represents the preparation of all UK HE graduates to live in, and contribute responsibly to, a globally connected society' (HEA, 2014). Please outline the programmes' approaches to internationalising the curriculum.</i></p> <p><i>Please refer to Briefing Note F: Internationalising the Curriculum</i></p>
	<p>Throughout the programme internationalism will be supported through the use of international business case studies. Students will be encouraged to think in global context and will be introduced to the concept of 'born global' and consider the international market place and global focus in initial stages of their business ideas.</p>
37	<p>Inclusivity <i>Please indicate how you will ensure that your curriculum is inclusive. An inclusive curriculum reflects an awareness of both the diversity of learners and their learning needs and experiences. This is incorporated into curriculum design through modes of interaction and assessment as well as course content. Each disciplinary area may have different approaches; however, a common starting point should be the nine protected characteristics as outlined in the Equality Act 2010. All publicly funded educational institutions are required to meet the Single Equality Duty 2011.</i></p> <p><i>Please refer to Briefing Note E: Developing an Inclusive Curriculum</i></p>
	<p>The programme is delivered within the parameters of the Equality Act 2010 and the Disability Discrimination Act 1995 and is designed to provide accessibility to students irrespective of personal characteristics. All students are interviewed prior to offer as per our standard HE enrolment practice to ensure support plans and reasonable adjustments are made in advance. Teaching materials and resources developed for use within the programme will be available in alternative formats; the programme aims reflect the ethos of inclusivity and support aspirations for all learners in their business objectives, large or small and nature of business including social and charitable enterprise.</p> <p>Assessment opportunities are varied and inclusive and opportunities to raise issues such as diversity within the Boardroom, gender pay gap will be supported through interactive discussion during delivery sessions. Peer partnership observations address issues relating to unconscious bias through direct delivery and the varied delivery team seeks to address any such occurrences.</p>

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	<p>Barnsley College ensure all staff carry out mandatory training on equality and diversity, DisabledGo e-training and attend safeguarding workshops. Equality and diversity is supported by an Advanced Practitioner designing and delivering bespoke training with the campus. The Single Equality Scheme provides parity and inclusivity across all provision and ensures that all those who form the community at Barnsley College (governors, staff, learners, visitors and contractors) have a right to be valued equally and to have equality of opportunity. The College promotes shared values that include equality and diversity, valuing and involving our community, showing care and respect for others and demonstrating honesty and fairness in everything we do. The delivery and promotion of equal opportunities underpins the College's Vision and Development Plan. The College aims to go beyond legislation to actively promote equality and value diversity across all areas of our community.</p>
38	<p>Employability <i>Please outline the approach taken by the programmes to engage students in gaining employability skills.</i></p>
	<p>Given the practical nature of the modules, employability will be a key feature throughout the programme. The modules have been designed to raise the skills of students whilst helping to nurture soft skills which are less tangible to quantify. Employees with enterprising characteristics can be highly valued in the workplace; their skills and competencies can include a range of problem solving, flexibility, adaptability and leadership qualities. A high level of resilience and emotional intelligence can be developed alongside enterprise venture and business start-up. Students will be encouraged to think in a global context and view the market/work place as borderless thereby broadening personal horizons and increasing opportunities for employment and progression.</p> <p>The level 4 module, Academic and Professional Skills has been included to ensure students are aware of their need to develop these skills and encourage development of personal learning culture to aid overall employability. At level 5 an element of the Work Based Learning module presents an opportunity for each student to develop their employability skills and map developing skills, qualities and competencies for future value in the workplace. Level 6 of the programme provides an opportunity for students to work on a 40 credit module. This challenges students to work on a large project which enhances work readiness and provides an opportunity to complete a larger piece of work. This offers a valuable experience to prepare for the workplace and also provides a discussion topic at interview and an opportunity for students to showcase their transferable skills.</p>
q	<p>Student engagement in curriculum and pedagogic design <i>Please outline how students have already been and will continue to be involved in curriculum and pedagogic design.</i></p>
	<p>Student Voice consultation has taken place on an ongoing basis throughout the programme development. The college has a Learner Voice Team which includes two Student Union Co-ordinators, Additional Learning Co-ordinator and a HE Adviser based on campus. Student forums for each department are held at the end of each semester where student feedback is received. The programme has been designed with consideration to feedback received from a cohort of 3rd year students completing The Innovation And Entrepreneurship Module in their 3rd year of study on Music Programmes at the College.</p> <p>Barnsley College currently has an Enterprise Board made up of Heads of Department within curriculum and also includes student representation. The programme has been discussed at this forum on a termly basis to allow input from both staff and students regarding the progress and design elements of the programme.</p>

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	<p>iTrust, a venture managed by the Enterprise Department at the College, has its own governing board and is set up as an independent Community Interest Company (CIC) in partnership with The Barnsley Chronicle. There are currently 30 student businesses being supported through development with advice and guidance, access to mentors and industry specialists. Businesses within the iTrust programme have fed back positively on the concept of the programme and supported the proposed modules therein. The programme is considered to be amongst a handful of new practical ‘pracademic’ degrees within the UK.</p>
40	<p>Ethical issues and risk <i>Programmes may deal with issues that are sensitive or involve ethical considerations. Our institutional duties of care extend to all involved in learning and teaching. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed (include evidence of support from ethics committees and risk assessments as appropriate).</i></p>
	<p>Ethics: Delivery of the programme will encourage debate regarding ethical issues as they arise through materials used i.e. case studies. The promotion of fair trade will run throughout the programme and students will be encouraged to lay firm ethical foundations to their business plans and ideas; this may be of particular relevance when discussing businesses with social aims and social entrepreneurship. Integrity in business will be upheld through opportunities to work with local entrepreneurs and businesses trading ethically. Sustainability will be a key theme throughout the programme and students will be encouraged to consider sustainability as first nature, both for the longevity of their enterprise but also on their use of resources. All materials used by visiting speakers will be pre-examined by the course leader and teaching staff will be present in all contact sessions. Professional integrity will be upheld throughout and the importance of confidentiality around the sharing of ideas and concepts and integrity regarding intellectual property. The delivery team will be considerate at all times of their role model obligation and ensure representation of absent identities during delivery of the module content. This includes representation of minority identities in the Boardroom, business world and entrepreneurial network as a whole.</p> <p>Risks: In terms of risks associated with students working with entrepreneurs, businesses and in industry during their placement module, students will be appropriately briefed and prepared beforehand by the Course Leader. All work placements will be vetted as per our Student Work Placement Policy and should students need to undertake a DBS, this will be facilitated in house.</p>
41	<p>Other information/programme special features <i>Please provide any other information about these programmes not included above. This may include information about field trips and their arrangements, special opportunities on offer for students (e.g. forest schools qualifications) and specific student support arrangements associated with these programmes.</i></p>
	None

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C	RECRUITMENT AND ADMISSIONS INFORMATION
42	<p>Proposed marketing strategies <i>Please highlight any factors that you think may assist in helping the marketing team with their strategy for promoting your programmes.</i></p>
	<p>We know there is an external demand for Programmes with a business focus, this is evidenced by the applications from students for our Access to HE: Business Diploma and our current FdA Business. There is a current focus on building business start-ups in Barnsley through the Sheffield City Region Development Fund and initiatives as Barnsley Launchpad offering support and mentoring for local business start-up.</p> <p>A programme which combines both Enterprise and Business can cater for all student requirements in one full three year BA programme, giving students the flexibility to specialise in their chosen area and progress into either employment or business start-up engaging with the current buzz around start-up ventures and also the need to create employers within the area. We feel this is a stronger offer which better suits students in a combined subject area rather than students choosing between an enterprise or business focus.</p> <p>This programme has developed a way of linking entrepreneurialism and academia through practitioners and academics. This is a unique selling point of the programme and through the innovative approach, nature of module content and delivery style which utilises mentors, entrepreneurs and those engaged in business start-ups, it is envisaged the programme will almost 'sell' itself.</p> <p>The marketing approach is not restricted by a particular student profile; the programme is open to anyone who has an idea they want to develop, become an entrepreneur or become self-employed. The appeal also extends to budding entrepreneurs who have previously set up a business unsuccessfully and those students who for various reasons, self-employment may be the only option as future employment.</p> <p>The Enterprise department is an award winning high profile area of the College and awards include Global Entrepreneurship Week, Education the North, Duke of York and EEUK/IEEC within the past 12 months.</p> <p>Students will have access to national networks such as NACUE (National Association of College and University Entrepreneurs) who support Enterprise Society activities.</p> <p>All students submitting an application will be interviewed in line with our HE Admissions Policy.</p>
43	<p>Academic entry requirements <i>Using the relevant programme identifiers (a,b,c etc.), please highlight all entry requirements including any specific subjects as well as proposed tariff.</i></p>
	<p>Entry requirements 60 UCAS Points from: GCSE Grade 4 (or equivalent in Maths and English Language A Levels and/or AS Levels Level 3 BTEC National Diploma at Merit Grade (MPP) BTEC/Edexcel 90 credit Diploma at Distinction, Merit Grade (DM) or equivalent Other suitable experience or professional qualifications will be considered (business start-up experience)</p>

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44	Other entry requirements <i>e.g. relevant IELTS score, Disclosure and Barring Service etc.</i>	
	IELTS score of 6.0 (minimum 5.5 in all elements) required for international entrants.	
D IMPLEMENTATION STRATEGY		
45	Implications for other areas of the Partner Institution <i>Using the relevant programme identifiers (a,b,c etc.), please indicate any requirements that may impact on other areas of the partner institution. Please discuss these with the relevant service area before completing this form.</i>	
	Estates:	N/A
	Library:	N/A
	Admissions:	N/A
	Careers:	N/A
	Visa Compliance:	N/A
	Other (<i>Please specify</i>):	N/A
46	Existing programmes/students affected by this proposal <i>Please state here which existing programmes and modules may be affected (both positively and negatively) by this new provision. Where relevant, please attach evidence that any impact has been discussed with students and that consideration has been given to this in the design of the programmes.</i>	
	None	
E POST PROGRAMME OPPORTUNITIES		
45	Progression opportunities to further academic or professional programmes <i>Please list progression opportunities in your own or other institutions. If none exists, do you have any plans to develop such provision? How will you ensure students are aware of these opportunities?</i>	
	<p>Graduates will have different pathways of opportunity available to them dependent on the progression of their business start-ups and objectives. Post graduate study will be an option and students are ideally placed to progress to postgraduate study in Business or Enterprise solely, as well as specialise in a specific subject area.</p> <p>For graduates with business start-up potential, progression into the University of Hull's business incubator could also be an option. Support from Barnsley alumni through iTrust business network would be available to support a new local business venture. Students will be made aware of these opportunities through tutorial, networking and access to the College Careers Services and will be suitably prepared for options available prior to graduation.</p>	

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	<p>Employment opportunities <i>Please state areas of employment that graduates of these programmes will typically enter. You may wish to contact the careers team for guidance in this area. You may also wish to refer to Destinations of Leavers in Higher Education (DELI) data.</i></p>
	<p>Given the nature of the course and relevancy of the employability skills developed throughout, should students not set up a business or become self-employed, they would not be restricted in any particular industry. Progression to employment in education as an Enterprise educator or advisor is a viable option and an area of growth requiring specialists within the education system.</p> <p>Employees with enterprising characters can be highly valued in the workplace; their skills and competencies can include a range of problem solving, flexibility, adaptability and leadership qualities. A high level of resilience and emotional intelligence can be developed alongside enterprise venture and business start-up.</p> <p>It can be argued that a Business and Enterprise graduate would take the opportunity to ‘make a job’ within employment and utilise skills and competencies developed to perform innovatively and creatively within a given role. It is also possible that a Business and Enterprise graduate could have an ‘edge’ over other applicants for graduate employment opportunities given the portfolio of skills developed through the programme.</p>

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F	<p>CURRICULUM MAPS</p> <p><i>Please create curriculum maps which detail the programmes/variants that you are validating. Each map should begin with the title of the programme/variant and the relevant programme identifiers.</i></p> <p><i>Where a variant includes a preliminary stage, a year in industry, a year abroad or different stages (i.e. Levels 5 and 6 of an Integrated Masters), then an additional map should be produced detailing each additional stage or variation of a stage.</i></p> <p><i>In Columns 1-3, please list all programme modules taught at each stage, the level at which they are taught and the modular credit value.</i></p> <p><i>In Column 4, please include details of the assessment associated with each module; this will allow you to map your assessments across the programme.</i></p> <p><i>In Column 5, please indicate against each of the programmes and pathways listed on this form which modules are Core (C) or Optional (O).</i></p> <p><i>In Column 6, please indicate which modules contribute to the achievement of the programme learning outcomes.</i></p> <p>Please note: A student may exit a programme at defined stages resulting in intermediate programme awards (e.g. Certificate, Diploma, Postgraduate Certificate, Postgraduate Diploma). At each of these potential exit points, a defined set of programme outcomes achieved at the relevant level (e.g. level 4,5,6) will identify the stage outcomes that will constitute the achievement of an intermediate programme award. These stage outcomes must be clearly articulated in the curriculum maps (Section F) to ensure that students who exit with lower qualifications have demonstrated the requirements for that qualification. Stage outcomes in the curriculum map are those programme outcomes that are fully met or partially met in two or more modules at the relevant stage. A worked example is provided in Appendix 1.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">KEY:</td> </tr> <tr> <td>P/V= Programme or Variant</td> <td>PO = Programme Outcome</td> </tr> <tr> <td>PW = Pathway</td> <td>T1,2,3 = Trimester 1,2,3</td> </tr> </table>	KEY:		P/V= Programme or Variant	PO = Programme Outcome	PW = Pathway	T1,2,3 = Trimester 1,2,3
KEY:							
P/V= Programme or Variant	PO = Programme Outcome						
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F1 UNDERGRADUATE CURRICULUM MAP FOR CORE PROGRAMME AND ASSOCIATED PATHWAYS														
Programme/Variant Titles and Identifiers:														
1	2	3	4	5			6							
Module Title	Level	Credit	Assessment Method (e.g. exam, essay, presentation)	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Certificate Stage														
T1														
Exploring Enterprise	4	20	Individual Project and Reflective Journal	c				✓	✓	✓			✓	✓
Academic and Professional Skills	4	20	Personal Development Plan and Portfolio	c				✓						✓
Business Environment	4	20	Written assignment (PESTLE)	c				✓	✓			✓	✓	✓

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1	2	3	4	5				6							
Module Title	Level	Credit	Assessment Method <i>(e.g. exam, essay, presentation)</i>	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
T2															
Managing Organisations and People	4	20	Essay and Report	c				✓				✓		✓	
Human Resource Management	4	20	Report and Information Booklet	c				✓	✓			✓	✓	✓	
Business Finance	4	20	Report and Project	c				✓	✓		✓	✓	✓	✓	
Diploma Stage															
T1															
Managing a Small Business	5	20	Report and Poster Presentation	c				✓	✓	✓	✓	✓	✓	✓	

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Module Title	Level	Credit	Assessment Method <i>(e.g. exam, essay, presentation)</i>	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
Business Communications and Networking - (long & thin)	5	20	Report and Practical Event Plan	c					✓	✓		✓		✓	
Work Based Learning (Business and Enterprise) - (long & thin)	5	20	Investigation and reflective presentation.	c				✓	✓	✓		✓		✓	
Marketing Essentials	5	20	Essay and Marketing Plan	c				✓	✓			✓	✓	✓	
T2															
International Business	5	20	Essay and Presentation	c				✓	✓			✓	✓	✓	
Introduction to Strategy for Business	5	20	Report and Group Presentation	c				✓	✓			✓	✓	✓	

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Module Title	Level	Credit	Assessment Method <i>(e.g. exam, essay, presentation)</i>	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
Honours Stage															
T1															
Enterprise Strategic Marketing	6	20	Report and Individual Project	c				✓	✓			✓	✓	✓	
Business Ethics & Social Responsibility	6	20	Blog article and Case Study Analysis	c				✓				✓	✓	✓	
Social Entrepreneurship and Enterprise	6	20	Group Presentation and Learning Log	c				✓	✓	✓		✓	✓	✓	
T2															
Leadership and Management	6	20	Essay and Action Plan	c				✓	✓			✓	✓	✓	
Enterprise and Business Development (option 1)	6	40	Research Project	o				✓	✓	✓	✓	✓	✓	✓	
Business Development (option 2)	6	40	Research Project	o				✓	✓	✓		✓	✓	✓	

References:

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