

SUBMISSION DOCUMENT

FACULTY	Barnsley College
DEPARTMENT	Business

Award	Title	Mode(s)
Foundation Degree (FdA)	Business	F/T and P/T

Proposed Start Date (academic year)	2017
Proposed Start Date (teaching/induction*)	DD/Sept/2017
Date of Next Dept Periodic Review	TBC

**specific date of first teaching or induction session, whichever is earliest*

SUBMISSION DOCUMENT AUTHORISATION FOR THIS PROPOSAL

ACADEMIC LEAD FOR THIS PROPOSAL	S. Myles (BC) D. Graham (SBS)
HEAD OF DEPT	A. Norton
DEPT QUALITY LEAD	S. Myles (BC) D. Hill (SBS)
SUBMISSION DOCUMENTS AUTHORISED TO PROCEED TO VALIDATION BY	A. Norton
DATE DOCUMENTS AUTHORISED	TBC
DATE OF SUBMISSION TO AQS	TBC
DATE OF VALIDATION	TBC

SHEFFIELD HALLAM UNIVERSITY

SUBMISSION / DEFINITIVE DOCUMENT TEMPLATE

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ADDITIONAL APPENDICES FOR USE WITH SPECIFIC TYPES OF PROPOSAL
(PLEASE DELETE THESE SECTIONS IF NOT APPLICABLE)

Appendix 2	<p>ACCREDITED COURSES</p> <p><i>For courses subject to Joint Validation and Accreditation by a Professional, Statutory or Regulatory Body (PSRB) - additional information requirements as defined by the relevant PSRB for purposes of accreditation</i></p>	
Appendix 3	<p>DISTANCE LEARNING COURSES</p> <p><i>For courses to be delivered <u>wholly</u> by flexible, distributed or distance learning (including e-learning) - supplementary information</i></p>	

SECTION TWO

COURSE SPECIFICATION

1 GENERAL INFORMATION

Award and Course Title (<i>e.g. MSc History</i>)	FdA Business
Course Code	
Relevant QAA Subject Benchmark Statement[s] and/or other External Reference Points	QAA Benchmark statements Business and Management QAA Benchmark Statements Foundation Degrees
Details of accreditation by Professional, Statutory or Regulatory body	None
Conforms to SHU Academic Awards Framework and Assessment Regulations	Yes
Faculty	University Campus Barnsley Sheffield Business School
Department	Business, Warehousing and Logistics Department of Management
Level of Highest Award	Foundation Degree Business
All Intermediate (exit) Awards	Certificate of Higher Education (Cert HE) Business
Mode(s) of Study	Full-time & Part-time
Normal Duration of Course	2 years full-time. 4 years part-time
This Course is also offered in collaboration with the following Partner Institutions (<i>give details of partner and delivery locations</i>)	Validated award for delivery at Barnsley.
Course Leader	R. Blasik
Date Validated	12/5/17
Date last Modified	NA
Date of last Departmental Periodic Review	NA

2 ENTRY REQUIREMENTS AND APPLICANT PROFILE

AWARD and COURSE TITLE	Standard Entry Requirements (see University Minimum Entry Requirements)
Foundation Degree Business.	<ul style="list-style-type: none"> Using UCAS 2017 tariff minimum 60 points Access to HE (Business) minimum 12

	<p>credits at Merit from a QAA recognised course</p> <p>Plus</p> <ul style="list-style-type: none"> GCSE grades A* to C in English and maths or Functional Skills Level 2 in English and maths
<p>Details of any non-standard entry requirements (mature students only):</p> <p>Applications from individuals with non-standard qualifications, relevant work or life experience may be accepted onto the course where they have proven experience within the business or related sectors and can demonstrate the ability to cope with, and benefit from Foundation Degree level studies are welcome. Achievement of a range of professional qualifications in the work sector will also be considered. All applicants seeking admission with non-standard qualifications are expected to attend an interview to discuss entry onto the programme.</p> <p>Applications from students whose first language is not English are welcome. We require evidence of proficiency in English (including writing, speaking, listening and reading), the required minimum is: IELTS (SELT): 6.0 overall (minimum 5.5 in all components)</p>	
<p>Details of any course-specific recognition of prior learning (RPL) arrangements that may apply</p> <p>Stipulated above</p>	
<p>Details of any course-specific articulations with external qualifications</p> <p>None</p>	

3 COURSE LEVEL OUTCOMES FOR MAIN AWARD*

Describe what a student should know and be able to do upon completion of the course

Knowledge and Understanding	<ol style="list-style-type: none"> 1) Demonstrate knowledge and understanding of the key principles, theories, concepts and practices associated with business and their inter-relationship. 2) Demonstrate the ability to apply the principle concepts of business in a variety of contexts 3) Demonstrate an understanding of the complexity of the business environment and the implications for decision making in a variety of organisational contexts 4) Demonstrate an understanding of the complexity and pace of change within the internal and external business environments.
Intellectual Skills	<ol style="list-style-type: none"> 1) Select and collate information from a range of sources and analyse business problems logically; 2) Analyse business problems and formulate appropriate approaches for solving them. 3) Construct and criticise proposed solutions, draw conclusions and recommend actions. 4) Analyse and interpret data

	5) Communicate effectively and appropriately in different contexts drawing upon appropriate written, spoken, numerical and digital skills.
Subject-specific and/or Professional/Practical Skills	<ol style="list-style-type: none"> 1) Identify, analyse and evaluate those factors in the business environment that are likely to have a significant effect on the organisation and its existing and potential markets. 2) Assess challenges and opportunities and devise effective business plans, and tactical and strategic responses. 3) Contribute to the management process based on knowledge and understanding of the functional areas of business. 4) Recognising the needs of different audiences and being an effective communicator
Transferable/Key Skills	<ol style="list-style-type: none"> 1) Effective self- management in terms of time, planning and behaviour, motivation and initiative 2) Improve own learning and performance: setting targets and planning action, following a plan to meet targets and reflecting on and evaluating outcomes. 3) Use and apply communication and information technology for business applications. 4) Perform independently or within a team and plan activities with others and work towards identified targets together. 5) Demonstrate leadership, team building, networking and presentation skills.

**Please also ensure a Learning Outcomes by Level table is completed and included for ALL intermediate (exit) awards - refer to Section Two of this document.*

4 COURSE DESCRIPTION

The design of the programme structure has been informed by the QAA Business and Management subject and Foundation Award benchmark statements, with the objective of supporting the development of appropriate knowledge and understanding, intellectual and transferable skills to enable successful graduates to progress onto relevant career pathways or to a BA (Hons) Business or related degree programme. The programme will also expose students to engage in autonomous and independent learning, which will facilitate the development of their academic skills, experiences and techniques required as they progress from one level of study to the next.

The course comprises 240 credits, 120 at each level 4 & 5, there are 12 taught modules of 20 credits each. All course modules are core and students must gain 240 credits to achieve the award of FdA Business. The key design features and module designation is identified at section 5.1 and 5.2 on page 12 and 13.

The programme is to be delivered within a modular scheme which allows credit accumulation and is flexible to allow it to be delivered on both a full-time and part-time basis. The FdA is designed around 20 credit modules with students studying six at level 4 and six at level 5. The course is designed to provide a coherent set of modules with sufficient breadth and depth to meet the needs of local and regional employers and a dynamic business environment.

The full-time students will study modules totalling 120 credits at level 4 in their first academic year and 120 credits at level 5 in their second year. Part-time students will study modules

totalling 120 at level 4 in the first and second year and 120 credits at level 5 in the third and fourth year.

4.1 Aims and Indicative Content of Course

The aim of the course is to provide students with a strong foundation in business studies to enter the world of work or further progression in HE. The indicative content is identified below;

- Deliver an educational foundation for the academic study of business, whilst encouraging independent judgement, self-awareness, and work-specific skills.
- Provide an in-depth and intellectually challenging study of business, which develops analytical, critical and creative abilities.
- Develop the student's higher learning skills and specific vocational industry skills and competencies.
- Provide students with the appropriate transferable skills necessary for lifelong learning and flexibility.
- Prepare students for a range of business related or other (related) careers both as employees and as self-employed professionals.
- Provide students with the opportunity to progress to an appropriate honours degree Programme.
- Widen participation in and progression through higher education.

4.2 Teaching, Learning, Assessment and Feedback Strategies

The module descriptor describes the content of and informs the learning and assessment approaches. Each module is assigned a level indicator of 4 or 5, indicating the relative intellectual demand, complexity and depth of study, and learner autonomy. In year 1 emphasis is placed on knowledge, understanding and application and in year 2 greater emphases is given to analysis and evaluation.

Learning is to be achieved by means of a variety of effective strategies appropriate to the level of study. These strategies include, inter alia: lectures, student-led seminars and tutorials, group activities to support group interaction. Independent and directed learning is incorporated within each module and this increases as students' progress through the programme. Guided self-study to widen sources of reference and group activities which encourage and support independent learning and interaction. For example in the Foundations of Marketing Module industry visits will be used and Business Information, Communications and Networking module will run a business event to demonstrate practical application and communication skills. Intellectual skills are developed through teaching and learning methods previously outlined. Problem solving skills are further developed using a range of appropriate case studies – real and theoretical, as well as task based learning scenarios. Guided self-study to widen sources of reference to support the above, particularly in academic/business sector journals and the press. Tutorials are utilised to give one-to-one support.

Assessment strategy is guided by the need for appropriate and rigorous assessment of learning outcomes and by the need to offer a variety of assessment opportunities to enable students with different aptitudes and learning styles to demonstrate achievement. The assessments are designed to provide fitness for purpose for the individual modules of study. Thus assessment is concerned particularly with the development and demonstration of students' knowledge and understanding and their academic development.

Assessment of learning outcomes comprises a variety of formative and summative experiences to complement the student learning. It includes, inter alia: academic essays, written reports, project work, viva, presentations and case studies.

Appropriate feedback is provided to students on assessed work in a way that promotes learning and facilitates improvement. In meeting the needs of students for feedback on their progress and attainment teaching staff will:

- Complete feedback within an agreed timescale
- Specify the nature and extent of feedback that students can expect in relation to particular types and units of assessment
- Use comments effectively on returned work, including relating feedback to assessment criteria, in order to help students identify areas for improvement as well as commending them for evident achievement.

4.3 Course Management, including the management of delivery with a partner organisation (where applicable)

The course will be managed by the HE Pathway Leader for Business who will also teach on the course in conjunction with a team of teaching associates and support staff. There is a programme manager who oversees the quality and integrity of the course, reporting to the head of department. The most important part of the quality process is student feedback and this is collated through module questionnaires and regular course committee meetings. Course committee meetings will include students, managers and senior managers to ensure that issues can be discussed at all levels and resolved quickly.

4.4 Employability, Placement, Work-based or Work-related Learning and Personal and Professional Development Planning (PPDP)

Two modules, one in each year of the programme, are particularly relevant to personal development planning. Academic and Professional Development module aims to stimulate students to think objectively about their own skills, to take ownership of learning and develop the necessary skill sets for academic and business success. This is complemented by the Workbased Learning module in year two which includes a period of work experience. A module designed with a weekly workshop series to cover aspects as skills audit, action planning, project planning and career planning. Students will develop and manage their own LinkedIn® profile in readiness for self-brand building as an employability tool. On completion of the modules students will be able to communicate effectively in the career market and evaluate their strengths and areas of development in relation to their preferred career path.

4.5 Careers and Progression Routes (including title of relevant Hons Degree top-up for Foundation Degrees, as applicable)

The natural top-up route for the FdA will be a BA (Hons) Business Management at SHU – this course has a choice of pathways and would link to student interests and career aspirations.

The current pathway offers are Enterprise Management & International Business pathway, Human Resource Management (HRM) pathway and Marketing pathway.

Students will be guided through the application process by the college Course Leader and the SHU CCL working in conjunction with the SHU Top-up Course Leader. Current practice in SBS is the course team develop an annual touch point calendar with students invited into SHU for the library induction and other familiarisation events. During these activities the SBS CL for the top-up award will discuss the course offer and the pathways available.

Employment in local/regional business and potentially self-employment. Typical areas of local and regional employment are within the public sector, management roles, retail, and voluntary sector.

5 COURSE STRUCTURE

5.1 OVERVIEW OF COURSE STRUCTURE (Diagram format)

Year 1 Full-time

Module Title	Level	Credit	Semester	Designation
Business in Context	4	20	1	Core
Managing Organisations & People	4	20	1	Core
Human Resource Management	4	20	2	Core
Foundations in Marketing	4	20	2	Core
Academic and Professional Development	4	20	Academic Year	Core
Business Information, Communications & Networking	4	20	Academic Year	Core

Year 2 Full-time

Module Title	Level	Credit	Semester	Designation
International Business	5	20	1	Core
Managing Financial Decisions	5	20	1	Core
Business Ethics and Social Responsibility	5	20	2	Core
Introduction to Strategy for	5	20	2	Core

Business				
Work-Based Learning	5	20	Academic Year	Core
Entrepreneurship & Enterprise	5	20	Academic Year	Core

Part-time Mode Year 1

Module Title	Level	Credit	Semester	Designation
Business in Context	4	20	Semester 1	Core
Foundations in Marketing	4	20	Semester 2	Core
Academic and Professional Development	4	20	Academic Year	Core
Module Title	Level	Credit	Semester	Designation
Part-time mode Year 2				
Managing Organisations & People	4	20	1	Core
Human Resource Management	4	20	2	Core
Business Information, Communications & Networking	4	20	Academic Year	Core

Part-time mode Year 3

Module Title	Level	Credit	Semester	Designation
International Business	5	20	1	Core
Business Ethics and Social Responsibility	5	20	2	Core
Work-Based Learning	5	20	Academic Year	Core
Module Title	Level	Credit	Semester	Designation
Part-time mode Year 4				
Managing Financial Decisions	5	20	1	Core
Introduction to Strategy for Business	5	20	2	Core
Entrepreneurship & Enterprise	5	20	Academic Year	Core

Module colour code

Green modules – generic skills building modules*

Light red modules - business foundation modules*

*see discussion in section 5.2

5.2 Further information on Course Structure, including distinctive features

The course is of a mixed length delivery pattern, designed with semesterised and full academic year modules. The full academic year modules have been designed to facilitate the development of a broad range of key academic, personal and professional skills. Within the first year, students will be introduced to areas such as critical and academic writing, in addition to developing a portfolio to support their ongoing professional development - this will be facilitated through the inclusion of study skills within the Academic and Professional Development module in year one. Equipping students with the competences to succeed in HE. Complementary to this will be the Business Information, Communications and Networking module, which will give the students the opportunity to develop and organise networking event/s to support the Work-Based Learning module (these modules have been highlighted in green for ease of reference). WBL module in year two also runs across the academic year and supports the development of work readiness skills to enable students to take on appropriate roles within the workplace through a period of work placement. Alongside this the Entrepreneurship and Enterprise module provides the opportunity for students, if they wish, to develop their own enterprise.

Two modules are highlighted in light red with delivery in semester one, of year one and year two respectively. These form the knowledge building blocks for each level; Business in Context module explores the core principles of business with International Business module as the natural progression to broaden the student thinking and engagement to business in the interconnected world.

The Introduction to Strategy for Business module is designed to assist in the transition from level 5 to level 6, forming a foundation for higher level strategy modules, complemented by the module Business Ethics and Social Responsibility.

Guest speakers from industry will be invited in to University to speak to students to support understanding & application of theory to real life practice. This will be further supported by external industry visits to relevant outside organisations. There may be a cost associated to these visits.