



BA (Hons) Business with Foundation Year

Published January 2019
V8

Introduction to the Programme

Welcome to the BA (Hons) Business with Foundation Year programme.

This programme has four levels which will be studied over a four year period. You will study each of the core modules listed in the table below, together with your chosen option modules. Option modules listed are subject to availability.

An outline of the content of each of the modules and details of how each is assessed can be found in the Module Detail section on iLearn.

Module descriptors for available option modules will be provided during your programme.

Programme Structure			
Level 0			
Module Code	Module Title	Credits	Module Type (Core/Option)
SKI0001	Skills for Academic Study	20	Core
BUS0001	The Structure of Business	20	Core
DAT0001	Using Data & IT	20	Core
BUS0002	Using Information	20	Core
HRM0001	Working Ethically	20	Core
RES0001	Research Skills	20	Core
Level 4			
Module Code	Module Title	Credits	Module Type (Core/Option)
HRM4001	Developing Personal and Management Skills	20	Core
BUS4001	Understanding the Business Environment	20	Core
MKT4001	Principles of Marketing	20	Core
FIN4001	Introduction to Finance	20	Core
HRM4002	People and Organisations	20	Core
BUS4002	Management Information Systems	20	Core
Level 5 – Students must study four core modules and two option modules			
Module Code	Module Title	Credits	Module Type (Core/Option)
BUS5001	Managing Across Cultures	20	Core
BUS5002	Business Processes	20	Core
BUS5003	Enterprise and Entrepreneurship	20	Core
BUS5004	Business Analysis	20	Core
BUS5005	Managing Knowledge	20	Option
BUS5006	Managing Change in Organisations	20	Option

TRM5001	Contemporary Issues in Tourism Management	20	Option
TRM5002	Sustainable Tourism Management	20	Option
MKT5001	Marketing Intelligence	20	Option
MKT5002	Marketing Planning	20	Option
HRM5001	Planning Human Resources	20	Option
FIN5001	Financial Reporting	20	Option
FIN5002	Financial Auditing	20	Option

Option modules are subject to availability

Level 6

Module Code	Module Title	Credits	Module Type (Core/Option)
BUS6001	Contemporary Management Issues	20	Core
BUS6002	Strategic Management	20	Core
HRM6001	Managing Self and Others	20	Core
BUS6003	International Management	20	Option
TRM6001	International Destination Management	20	Option
MKT6001	International Marketing	20	Option
HRM6002	Strategic Issues in HRM	20	Option
FIN6001	Financial Decision Making	20	Option
RES6001	Dissertation	40	Core

Option modules are subject to availability

Please note that the modules may not be delivered in this order. Please refer to your programme timetable for details of when each module will run.

Programme Specification

QUALITY ASSURANCE DOCUMENT QA3 - PROGRAMME SPECIFICATION

1. Target Award	BA (Hons)
2. Programme Title	Business
3. Exit Awards	Foundation Certificate in Business & Management Certificate of Higher Education in Business Diploma of Higher education in Business
4. Programme Leader(s)	Paulette Wisdom
5. Delivery Model	Blended Learning
6. Start date	September 2016
7. Programme Accredited by <i>(PSRB or other, if applicable)</i>	N/A
8. UCAS Code <i>(If applicable)</i>	
9. Relevant QAA subject benchmark statement	Foundation Year QAA Recognition Scheme for Access to HE : The Access to Higher Education Diploma specification 2013 Levels 4-6 Business and Management 2015

10. Programme Aims
<p>The overall aim of the BA Business with Foundation Year is to enable students to acquire knowledge, understanding and a range of practical and academic skills enabling them to progress onto undergraduate study on the BA Business Programme. Students will then move on to develop understanding of key and inter-connected business and management disciplines which are applicable to a range of commercial and non-commercial sectors, local, national and global, and in a variety of geographical and cultural settings.</p> <p>Simultaneously students acquire knowledge, understanding and a range of practical and academic skills enabling them to progress onto undergraduate study in a Business Management discipline.</p> <p>More specifically it will at Level 0:</p> <ul style="list-style-type: none"> • enable learners to develop a basic understanding across a range of business and management disciplines. • enable learners to confidently identify and use relevant understanding, methods and skills to complete tasks and address problems. • equip learners with basic numeracy, academic and research skills in preparation for future undergraduate study. • enable learners to take responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. • reflect awareness of different perspectives or approaches within an area of study or work. <p>Levels 4-6 will :</p> <ul style="list-style-type: none"> • enable students to develop professional level skills and understanding across a range of business and management disciplines. • emphasise understanding and responsiveness to change and consideration of the future of organizations and the external environment in which they operate.

- promote understanding of the key aspects of current practice and the interconnectedness of in the field of business and management while acknowledging current and emerging developments in related disciplines.
- equip students with the essential employability skills and tools to work professionally in a business environment and to be effective practitioners, when working independently and when collaborating with others as part of multidisciplinary and diverse teams.
- enable students to communicate effectively through a variety of media and presentational forms used in business.
- equip students to work within multicultural settings and to appreciate the complexity of decision making in such contexts.
- develop those entrepreneurial skills which best support the growth of enterprise and the creation of new businesses.
- provide an intellectually stimulating face to face and online academic environment in which students can develop confidence as independent learners and as members of an international community of learners and thereby inspire students to become lifelong learners.

11. Intended programme learning outcomes and the means by which they are achieved and demonstrated		
11a. Knowledge and understanding	The means by which these outcomes are achieved	The means by which these outcomes are demonstrated
<p>At Level 0 <i>With due regard to the QAA Recognition Scheme for Access to HE : The Access to Higher Education Diploma specification 2013, the intended programme learning outcomes are for students at Level are to:</i></p> <p>A1/0 Use factual, procedural and theoretical understanding to complete tasks and address problems that, while well defined, may be complex and non-routine.</p> <p>At Levels 4-6 <i>With due regard to the QAA General Business Benchmark Statement 2007 (Subject to consultation in October 2014), the intended programme learning outcomes are for students at Levels 4-6 are to:</i></p> <p>A1 Understand the external environment in which organisations operate, locally, nationally and internationally and its impact upon the strategy, behaviour, management and sustainability of organisations including how they are managed wherever they are.</p>	<p>Acquisition of knowledge and understanding at all levels is achieved through a blended and integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity. That is:</p> <p>Asynchronous</p> <ul style="list-style-type: none"> • Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accesses through our VLE • Guided group / project based work • Discussion forums where students discuss and critically engage with themes emerging from the materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves • Podcasts and narrated PowerPoints <p>Synchronous</p> <ul style="list-style-type: none"> • Face to face seminars where theory and practice are integrated. • Independent and directed student study, supported throughout by comprehensive teaching materials and resources. • Guided group / project based work <p>Based upon the profile of our typical student body, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances. Independent study is the cornerstone of the learner experience, supported by peer engagement and engagement with the tutor. Developing initiative and independence through guided learning will be a focus of the Foundation Year.</p>	<p>Assessment methods and strategies:</p> <p>Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, self-reflection, portfolios of evidence, sector report production, preparation of a subject-specific plan, etc.</p>

<p>A2 Utilise a range of data sources and business tools to understand how organisations respond to change and improve business performance.</p> <p>A3 Recognise the importance of individual and corporate behaviours and cultures which exist within and between organisations and their influence upon the external environment.</p> <p>A4 Analyse the internal aspects of organisations, their functions and processes including their diverse nature, purposes, structures, governance, operations and management, together with the individual and corporate behaviours and cultures which exist within and between organisations and their influence upon the external environment.</p> <p>A5 Apply a range of theoretical management concepts, models and processes to decision-making in the organisation and future planning, practical organisational or industry sector issues or problems, displaying sensitivity to differing cultural and ethical contexts in decision making.</p>	<p>There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, times examinations, etc., and our formative assessment policy informs how feedback is supplied by tutors at the formative and summative assessment phase. Appropriate critical analysis is encouraged at all levels culminating in a Dissertation.</p> <p>All students complete an induction module prior to starting on subject discipline units of work. The Induction Module requires students to undertake a range of tasks that both test and develop subject specific and online pedagogical knowledge, understanding and skills.</p>	
<p>11b. Intellectual (thinking) skills</p>	<p>The means by which these outcomes are achieved</p>	<p>The means by which these outcomes are demonstrated</p>
<p><u>At Level 0</u> Students will be expected to:</p>	<p>Intellectual skills are developed throughout the programme by the methods and strategies outlined in section A, above. Intellectual development is further encouraged via formative assessment tasks</p>	<p>Assessment methods and strategies:</p>

<p>B1/0 Interpret and evaluate relevant information and ideas.</p> <p>B2/0 Be aware of the nature of the area of study or work.</p> <p>B3/0 Have awareness of different perspectives or approaches within the area of study or work.</p> <p>B4/0 Address problems that, while well defined, may be complex and non-routine.</p> <p><u>At Levels 4-6</u> Students will be expected to:</p> <p>B1 Engage in critical thinking and be able to accurately identify issues and formulate an articulate response in given contexts. This will include the selection and synthesis of information from a variety of sources, discerning between assumptions and evidence.</p> <p>B2 Apply theoretical concepts and practical techniques to problem solving and decision-making in order to generate solutions to complex business problems</p> <p>B3 Analyse, synthesise and interpret diverse quantitative and qualitative data to</p>	<p>including set briefs, in-module activities, self-initiated briefs, and discussion with tutors and peers both in face to face and online settings.</p> <p>Specific modules support the development of quantitative and qualitative analysis, and the development of self-reflective skills. In addition, the student’s thinking skills will be evident in a summative assessment process which requires and rewards learners for the demonstration of creative thinking and problem solving, analysis, judgement and self-reflection in the development of solutions.</p> <p>Throughout, the learner is encouraged to develop intellectual skills by undertaking further independent study and research in order to further consider a range of perspectives.</p>	<p>Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, self-reflection, portfolios of evidence, sector report production, preparation of a targeted plan, etc.</p>
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<p>extrapolate important data/conclusions with which to reach a conclusion based upon logic and evidence.</p> <p>B4 Generalise appropriately to utilise judgement to draw appropriate conclusions and make recommendations from one context to another.</p>		
11c. Practical Skills	The means by which these outcomes are achieved	The means by which these outcomes are demonstrated
<p><u>At Level 0</u> Students will be expected to:</p> <p>C1/0 Identify, select and use appropriate skills, methods and procedures.</p> <p>C2/0 Use appropriate investigation to inform actions. Review how effective methods and actions have been.</p> <p>C3/0 Exercise autonomy and judgement within limited parameters.</p> <p><u>At Levels 4-6</u> Students will be expected to:</p> <p>C1 Select appropriate business and management analytical tools processes and models in the construction of business</p>	<p>Practical and professional skills are employed in the production of solutions to real life situations developed through exercises and practical case study type activities culminating in summative assessment tasks as noted in assignment briefs. The important modern day skills of managing or leading projects and/or teams working within differing organisational and national cultures are provided by specific modules, as are specific inputs with an emphasis upon practical functional decision making skills related to business and management knowledge.</p> <p>Practical skills are further developed and integrated through a series of in-course and online activities and projects intended to test skills acquired. Group discussion forums provide opportunities for peer to peer discussion of ideas, progress, the work of others and the strengths and weakness in the work and ideas presented and particularly support the development of flexibility and adaptation. Activities are provided so that students can work independently to consolidate their knowledge and grasp of practical skills. The in-course activities and assessment process in the final year particularly emphasise the acquisition of C4 with specific modules devised to highlight the practical differences in business and management skills required in differing contexts.</p>	<p>To support the development of practical skills, students must supply worked materials and evidence in completion of their assignments. Sound reasoning, good presentation and evidence trails in all assignments are rewarded. Assessment briefs include a variety of commercial and geographical contextual setting. Students receive formative feedback on all tasks, activities and assessment which includes practical examples towards improvement.</p>

<p>and management projects, plans and decision-making</p> <p>C2 Engage with a variety of communication methodologies and apply them to practice.</p> <p>C3 Effectively self-manage their time, planning, learning behaviours and motivation.</p> <p>C4 Demonstrate flexibility in adapting to different business contexts and articulate reasoned evidence and conclusions.</p>		
11d. Transferable skills	The means by which these outcomes are achieved and demonstrated	The means by which these outcomes are demonstrated
<p><u>At Level 0</u> Students will be expected to :</p> <p>D1/0 Take responsibility for initiating and completing tasks and procedures, including, where relevant, responsibility for supervising or guiding others.</p> <p><u>At Levels 4-6</u> Students will be expected to:</p> <p>D1 Use diverse communication and information technologies effectively for business and management applications</p>	<p>Transferable skills are developed throughout the programme. The skills of communication, critical use and acknowledgement of source material especially the internet, and self-management (D1, D2, D3) are integral to coursework at all levels. Independent study (D3) becomes an increasingly important skill as students' progress, culminating in the writing of the Dissertation.</p> <p>All modules promote practical application and employability that a student may develop further in their Dissertation topic at level 6 if they wish.</p> <p>Modules increasingly include content with regard to the global business environment and matters of culture. The Managing Across Cultures module at level 5, combined with the Contemporary Management Issues module at level 6 provide a targeted focus for these aspects in</p>	<p>To embed transferable skills all assignments must meet time deadlines and word count guidelines as guided by our policies All assessed work must be submitted independently even where group activity has been an element of the process. Students must take responsibility for their own work. All assignments require students to engage in critical enquiry and self-reflection which is rewarded in marking guides. These guides, in line with good practice are available to students and are included with every assignment brief.</p>

<p>D2 Critically self-reflect including self-awareness, openness and sensitivity to diverse cultures and contexts in business and management activity.</p> <p>D3 Work effectively as an independent learner while demonstrating understanding of being part of a global virtual team, taking personal responsibility for their own efforts and outputs.</p> <p>D4 Utilise problem-solving skills in a variety of theoretical and practical situations including the areas of enterprise and entrepreneurship and management.</p> <p>D5 Develop interpersonal skills of effective listening, negotiating, persuasion and presentation.</p>	<p>also evidenced in the supporting materials and assessments used throughout the programme.</p> <p>As work becomes more progressively more complex at levels 5 and 6, students are required to draw upon their skill sets to manage increasingly large workloads. (D3, D5). Students are required to complete a number of assignments and a Dissertation in level 6 that demonstrate independence and originality, and critical enquiry, and which further enhance communication and self-reflective skills. (D3 – D5)</p>	

12. Graduate Attributes and the means by which they are achieved and demonstrated

Graduate Attributes

The concept of the Arden University Graduate, based upon the definition of 'graduate attribute' by Bowden et al (2000) has been developed around 6 attributes

E01 –Discipline Expertise

E02 – Effective Communication

E03 – Responsible Global Citizenship

E04 - Professional Skills

E05 - Reflective Practitioner

E06 - Lifelong Learning

The means by which these outcomes are achieved and demonstrated

All six attributes are relevant to this programme but will be developed through Levels 4-6 of the undergraduate award where they are integrated into all programmes of study curriculum, unit study tasks (individual and group work) and through summative assessment tasks.

13. Learning and teaching methods and strategies

Learning and teaching methods and strategies are delivered through a blended and integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity. That is:

Asynchronous

- Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accesses through our Virtual Learning Environment
- Guided group / project based work
- Research tasks
- Discussion forums where students discuss and critically engage with themes emerging from the online materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves
- Podcasts and narrated PowerPoints

Synchronous

- Face to face seminars where theory and practice are integrated.
- Independent and directed student study, supported throughout by comprehensive teaching materials and resources.
- Guided group / project based work

Based upon the profile of our typical student profile, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances.

Independent study is the cornerstone of the learner experience, supported by peer engagement and engagement with the tutor.

There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, timed examinations, portfolios of work etc., and our assessment policy informs how feedback is supplied by tutors at the formative and summative assessment stage.

14. Assessment methods and strategies

Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, critical self-reflection, portfolios of evidence, sector report production, preparation of a targeted sector plan, time constrained tests, etc.

All students will have the opportunity to engage in an activity and receive formative feedback from the tutor before the summative assessment.

15. Employability

Our approach pays due regard to the UKCES report 'The Employability Challenge' (2009a) definition of employability, 'the skills almost everyone needs to do almost any job. They are the skills that must be present to enable an individual to use the more specific knowledge and technical skills that their particular workplaces will require.' Given the nature and purpose of the Foundation Year, employability is integrated into the curriculum, learning tasks and summative assessment through Levels 4-6 of the undergraduate award.

16. Entry Requirements

- IELTS 6.0 (no less than 5.5 in any element) or equivalent for students whose medium of prior learning was not English.
- Candidates who demonstrate an ability to study the programme as evidenced through previous a personal statement (of between 350-500 words) or interview taking into account :
 - their motivation for undertaking the programme
 - relevant work experience
 - prior qualifications
 - references

17. Programme Structure

Level 0

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
SKI0001	Skills for Academic Study	20	Core	Portfolio of Tasks
BUS0001	The Structure of Business	20	Core	Report
DAT0001	Using Numeracy Data & IT	20	Core	Report
BUS0002	Using Information	20	Core	Portfolio of Tasks
HRM0001	Working Ethically	20	Core	Portfolio of Tasks
RES0001	Research Skills	20	Core	PowerPoint presentation slides with speaker notes and Individual Report

Level 4

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
HRM4001	Developing Personal and Management Skills	20	Core	Portfolio of Personal Development Tasks
BUS4001	Understanding the Business Environment	20	Core	Assignment
MKT4001	Principles of Marketing	20	Core	Case Study based Assignment
FIN4001	Introduction to Finance	20	Core	24 hr Time Constrained Assessment
HRM4002	People in Organisations	20	Core	Assignment
BUS4002	Management Information Systems	20	Core	Case Study

Level 5 – Students must study four core modules and two option modules

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
BUS5001	Managing Across Cultures	20	Core	Report
BUS5002	Business Processes	20	Core	Examination
BUS5003	Enterprise and Entrepreneurship	20	Core	Business Plan and Business Idea Pitch
BUS5004	Business Analysis	20	Core	Individual Assignment
BUS5005	Managing Knowledge	20	Option	Report
BUS5006	Managing Change in Organisations	20	Option	Case Study
TRM5001	Contemporary Issues in Tourism Management	20	Option	Coursework: Research Report
TRM5002	Sustainable Tourism Management	20	Option	Case Study Analysis
MKT5001	Marketing Intelligence	20	Option	Market Research Report and Narrated PowerPoint
MKT5002	Marketing Planning	20	Option	Marketing Plan
HRM5001	Planning Human Resources	20	Option	HR Plan and Reflective Statement
FIN5001	Financial Reporting	20	Option	Financial Analysis and Report
FIN5002	Financial Auditing	20	Option	Coursework

Option modules are subject to availability

Level 6

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
BUS6001	Contemporary Management Issues	20	Core	Report
BUS6002	Strategic Management	20	Core	Case Study
HRM6001	Managing Self and Others	20	Core	Career Development Strategy
BUS6003	International Management	20	Option	Group Presentation with Individual Report and Written Assignment Tasks
TRM6001	International Destination Management	20	Option	Coursework: Destination Plan
MKT6001	International Marketing	20	Option	Formal Report
HRM6002	Strategic Issues in HRM	20	Option	Assignment and Reflective Statement
FIN6001	Financial Decision Making	20	Option	Financial Analysis and Report
RES6001	Research Methods and Dissertation	40	Core	Major Project (Dissertation)

Option modules are subject to availability

18. Subject: N100 Business Studies	Select from: https://www.hesa.ac.uk/component/content/article?id=1787
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Last Updated: 7th January 2019 (V3)

Annex – Foundation Year Mapping of Intended Programme Learning Outcomes and Modules

Programme Learning Outcomes		Module Type (Compulsory (C) or Elective (E))	A1/0	B1/0	B2/0	B3/0	B4/0	C1/0	C2/0	C3/0	D1
Modules											
Level 0	Skills for Academic Study	C			x	x	x			x	x
	The Structure of Business	C	x	x	x						
	Numeracy	C		x			x	x			
	Using Information	C	x	x		x	x	x	x	x	
	Working Ethically	C	x		x	x	x			x	
	Research Project	C	x	x			x	x	x	x	x

Programme Learning Outcomes		Module Type (Compulsory (C) or Elective (E))	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5	
			Modules																		
Level 4	Developing Personal and Management Skills	C			x	x	x					x	x	x		x	x	x	x	x	
	Understanding the Business Environment	C	x	x	x	x	x	x	x	x		x		x	x					x	x
	Principles of Marketing	C	x	x	x	x	x	x	x		x	x		x	x		x			x	x
	Introduction to Finance	C	x	x			x		x	x		x		x	x	x				x	x
	People in Organisations	C	x			x			x	x				x	x	x				x	x
	Information Management Systems	O																			
Level 5	Managing Across Cultures	C	x		x	x	x	x	x		x	x	x	x	x	x			x	x	x
	Business Processes	C																			
	Enterprise and Entrepreneurship	C	x	x	x	x	x	x		x				x	x	x			x	x	x
	Business Analysis	C	x	x	x		x		x	x	x	x		x					x	x	x
	Managing Knowledge	O			x	x		x	x	x	x	x		x	C				x	x	x
	Managing Change	O	x	x				x	x	x	x	x		x						x	x
Level 6	Contemporary Management Issues	C	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x
	Strategic Management	C	x	x	x	x	x	x	x	x		x	x	x	x					x	x
	Managing Self and Others	C			x	x	x	x			x		x	x	x	x	x	x	x	x	x
	International Management	O	x	x		x	x	x			x		x	x	x	x	x	x			x
	Dissertation	C																			

Mapping of Assessment Typologies by Module

Modules		Assessment Type											
		Module Type (Compulsory (C) or Option (O))	Essay	Case Study	24 Hour Time Constrained Assessment	Report	Exam	Presentation	Portfolio	PDP	Business Plan and Pitch	Career Development Plan	Project
Level 0	Skills for Academic Study	C							x				
	The Structure of Business	C		x		x							
	Using Numeracy & Data	C		x			xx						
	Using Information	C				x	x	x					
	Working Ethically	C		x						x			
	Research Skills	C				x		x					
Level 4	Developing Personal and Management Skills	C								x			
	Understanding the Business Environment	C	x										
	Principles of Marketing	C		x									
	Introduction to Finance	C			x								
	People and Organisations	C		x									
	Information Management Systems	O						x					
Le	Managing Across Cultures	C				x							

	Business Processes	C					x						
	Enterprise and Entrepreneurship	C									x		
	Business Analysis	C	x										
	Managing Knowledge	O				x							
	Managing Change	O		x									
Level 6	Contemporary Management Issues	C				x							
	Strategic Management	C		x									
	Managing Self and Others	C									x		
	International Management	C				x							
	Research Methods and Dissertation	C											x