Programme specification

(Notes on how to complete this template are provided in Annexe 3)

1. Overview/ factual information

Programme/award title(s)	FD Business, Leadership and Management
Teaching Institution	University Centre Calderdale College
Awarding Institution	The Open University (OU)
Date of first OU validation	September 2019
Date of latest OU (re)validation	September 2019
Next revalidation	September 2024
Credit points for the award	240
UCAS Code	8T17
JACS Code	Not applicable
Programme start date and cycle of starts if appropriate.	September 2019
Underpinning QAA subject benchmark(s)	QAA Subject Benchmark Statement Business Management (2015)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	SEEC Credit Level Descriptors (2016)
Professional/statutory recognition	Not applicable
For apprenticeships fully or partially integrated Assessment.	Not applicable
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT & PT
Duration of the programme for each mode of study	FT – 2 years PT – 3 years
Dual accreditation (if applicable)	Not applicable
Date of production/revision of this specification	September 2019

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The University Centre aims to provide learning and development programmes that effectively widen participation in higher education and enable graduates to progress into professional roles and to make a meaningful contribution to the local and regional economy. It is a key aim that through the learning undertaken students will develop the skills necessary to work and be successful in industry. This programme will develop the student's skills and understanding of Business, Leadership and Management giving students the wide range of skills needed to develop individual opportunities for leadership and/or management in a business or organisational context.

This programme is aimed at attracting a wide cross-section of individuals into higher education, both younger students who may have completion of a Level 3 qualification and adults with work and professional experience. Indeed, the range of individuals recruited onto the University Centre's FD and BA (Hons) programmes has the clear capacity to enrich the learning as students are encouraged to draw on each other as resources and are guided towards constructively pooling their collective knowledge and experience. Informed by the commitment of the College and the University Centre to widen access and participation whilst ensuring appropriate academic standards, the guiding principle underpinning the admission process is that the individuals are selected on the basis of their capability to benefit from, make a positive contribution to, and successfully complete their programme of study.

Aims
The programme aims to:
- Provide a high quality programme of study to enable individuals to gain advanced knowledge and understanding alongside practically applicable skills acquisition/ development in the field of Business, Leadership and Management.
- Provide the contextual and personal knowledge, understanding and skills necessary for the student's preparations for their new, continued or future employment in a business or organisational context.
- Develop the knowledge and skills required to work skilfully and effectively in this specialist area while being ready for further development and specialisation at a time when demand for highly qualified professionals is growing.
- Enable graduates to contribute to the local and regional economy through positive, successful and sustainable business ventures.
- To produce capable and well-rounded graduates who will make a contribution to the labour force needs of Calderdale and surrounding areas; who have appropriate knowledge, skills, digital and information skills and professional practice standards within their field.

The objectives of the award are:

- To provide flexible programmes of study that will enable students to identify, acquire and develop transferable skills and knowledge which will enable them to contribute and develop their full potential in the labour market and careers.
- To prepare students for progression through all levels of higher education and

to further enhance their employability and career development and create opportunities for students wishing to progress from professional courses and in employment.

- To deliver Business related specialist knowledge informed by external reference points and professional standards and to enable students, where appropriate, to develop their skills and knowledge through work based learning integrated with work-based study, underpinned by the appropriate and necessary knowledge and skills.

Information, digital and research skills will be developed throughout the programme to foster students' confident and critical use of information and digital technologies to enhance academic, personal, and professional development.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

The programme has Progression Top Up to BA (Hons) Business, Leadership and Management linked to it.

The full-time route follows the conventional format of 60 credits per semester over four semesters (two academic years).

The part-time route will give the flexibility to accommodate those students whose current work commitments prohibit attendance during the conventional college day, but for whom studying is still an important consideration when thinking of their personal and professional development and career progression. The part-time programme will comprise the same modules and assessments as the full-time route, but over three years from January to January. For example, a student commencing the FD part-time in January 2017 would complete it by December 2019.

External examiner visits and exam board arrangements will continue to be completed on a semestral basis, however, part-time Semester 1 marks will be recorded at the summer Board of Examiners meeting, rather than the winter meeting. Any marks related to resit assessments may be recorded at the following meeting or at the reconvened meeting in September. An indicative schedule is below:

BoE Meeting	Year	FD Part-time
June 2017	Year 1	Semester 1 marks
September 2017 (reconvened)		Semester 1 resits
February 2018		Semester 2 marks
June 2018	Year 2	Semester 1 marks – **Pass proceed**
September 2018 (reconvened)		Semester 1 resits – **Pass proceed**
February 2019		Semester 2 marks
June 2019	Year 3	Semester 1 marks

September 2019 (reconvened)		Semester 1 resits
February 2020		Semester 2 marks – **Final classifications**
June 2020		Semester 2 resit marks – **Final classifications**

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

Where modules contain a work-based or work-related learning element it is clearly identified in the module specifications.

2.4 List of all exit awards

A certificate of higher education may be awarded to a student who has completed 120 credits at Level 4

3. Programme structure and learning outcomes

Programme Structure - LEVEL 4					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Personal Development and Practice	30	None	-	No	1
The Marketing Environment	30			No	1
Work and Society	30			No	2
Financial Aspects of Business	30			No	2

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
To demonstrate understanding of: A1: The integrated nature of business, management and markets in a complex, global, business environment. A2: Marketing, markets and sales, and the need for innovation and a strategic approach in a dynamic and interrelated business environment.	Knowledge and understanding will be developed through a combination of methods, including: lectures, seminars and self-directed study using library resources and the virtual learning environment. Students will be encouraged to start to conduct research independently, using classroom based seminars as the primary forum for sharing learning and independent research outcomes. All students will have the opportunity to benefit from formative feedback.

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
A3: Financial data and financial strategies, including interpretation and the use of information and control systems in management decision making, including the management of risk. A4: Organisations, their design and development. This will include organisational structure, culture and ethical governance and the legal context. A5: People, leadership and management, including HRM systems, valuing diversity and leadership, management and motivation of individuals and teams.	

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
To demonstrate: B1: Reflective thinking that coherently articulates and investigates a range of issues including problem-solving, conflict resolution, negotiation, personal, academic and professional performance, development and learning. B2: The ability to explain and critique approaches, theories and concepts, for example, leadership and management theory and	Cognitive skills will also draw on a range of learning and teaching methods appropriate to the demands of the module. These include: Lectures, seminars, formative feedback. Skills will be assessed through written and oral evaluations of work.

3B. Cognitive skills
project, operations and change management. B3: The ability to analyse and evaluate appropriate business data and conduct business relevant research, using qualitative and quantitative skills to solve problems. B4: An ability to communicate effectively, clearly articulating conceptual and critical thinking, analysis and evaluation.	

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
To: C1: Apply relevant personal and analytic skills and evaluate their usefulness to a given scenario or situation. C2: Create work in a variety of media and formats, drawing together key theories, concepts and models and successfully conveying decision-making, conclusions and/or recommendations. C3: Demonstrate flexible thinking including identifying alternative perspectives; evaluating systems, roles and decision-making.	Practical and professional skills are taught through workshops, lectures, presentations, formative feedback during tutorials and projects. Assessment methods will be appropriate to the particular module and include tutor assessment written work and presentations. All work is linked to a method for evaluating the work and demonstrating understanding of the underlying theories. Students have to demonstrate the application of theory in their practice.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
To: D1: Effectively work towards achieving objectives, including working collaboratively in a team situation. D2: Effectively present and evaluate ideas and concepts to and with a diverse audience, using a variety of appropriate media and formats. D3: Use reflection as a tool to inform personal, academic and professional development. D4: Demonstrate critical knowledge and application of the key principles of data analysis. D5: Demonstrate appropriate skills in researching, analysing and using information and/or numerical data gathered from a variety of sources	Teaching methods include: lectures, workshops, formative feedback on written work and presentations. Students are able to access, on demand or through referral, additional learning support for communication skills Key and generic graduate skills are embedded in the tasks for all modules and are included in the grading criteria for the assessment of all modules.

A certificate of higher education may be awarded to a student who has completed 120 credits at Level 4

Programme Structure - LEVEL 5					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Innovation and Creativity	30	None	-	No	1
Project and Operations Management	30			No	1
Community, People and Professional Practice	30			No	2
Integrated Communications	30			No	2

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
To demonstrate a critical understanding of: A1: The role of innovation, creativity and acting entrepreneurially / intrapreneurially within a complex business environment. A2: Approaches to the effective management of resources, including managing operations, managing quality and the strategic relevance of information systems to business and strategic	All modules and learning outcomes are assessed by the submission of coursework assignments at regular intervals across the year. Teaching will utilise the following: lectures, seminars, practical workshops, individual and group tutorials. Staff created resources which support the above will be made available on the College VLE. Knowledge and understanding will draw on a range of learning and

Learning Outcomes – LEVEL 5

3A. Knowledge and understanding	
planning. A3: People, leadership and management, including communication, creativity, self-management, responsible leadership and critical reflection in a dynamic business context. A4: Strategic communications, integrating a whole organisation approach to business communications, using evidence-based decision making.	teaching methods appropriate to the demands of the module. These include: Lectures, seminars, practical workshops, group and individual tutorials, formative feedback. All teaching and assessment methods are reviewed at the end of year planning events. Knowledge and understanding will be assessed through both the practical elements of individual modules students undertake as well as their evaluation of work. Critical evaluation methods include: written work and presentations.

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
To: B1: Understand, and critically consider, the role of acting entrepreneurially and effectively communicating ideas to gain support and deliver successful outcomes. B2: Use and evaluate a wide range of well tested general management principles to conduct an analysis of current businss project practice, selecting and changing tactics based on success during the various phases of the business change process. B3: Use project evaluation and quality management approaches to review principles and progress and to manage successful outcomes.	Cognitive skills will also draw on a range of learning and teaching methods appropriate to the demands of the module. These include: Lectures, seminars, formative feedback. Skills will be assessed through written and oral evaluations of work.

3B. Cognitive skills	
B4: Demonstrate and evaluate problem-solving and conflict resolution in a real-world context.	

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
To: C1: Reflect critically on personal professional practice in the management of self and others. C2: Demonstrate the application of the full range of project management skills associated with change management throughout both the project and operations phases of a given change process. C3: Apply critical and lateral thinking to arrive at a suitable creative solution to a problem and use appropriate marketing tools, theories and concepts to review the communications strategy of a specific organisation. C4: Analyse and evaluate a range of business data, methodologies and their use for evidence-based decision making.	Practical and professional skills are taught through workshops, lectures, presentations, formative feedback during tutorials and projects. Assessment methods will be appropriate to the particular module and include tutor assessment written work and presentations. All work is linked to a method for evaluating the work and demonstrating understanding of the underlying theories. Students have to demonstrate the application of theory in their practice.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
To: D1: Work independently and as part of a group, with critical self-awareness, and to develop a personal portfolio to support employability. D2: Use effective presentation skills and communicate effectively with a mulit-stakeholder audience. D3: Design and deliver effective and efficient project and operations management processes to meet organisational and customer needs. D4: Effectively work towards achieving objectives, including working collaboratively in a team situation.	Teaching methods include: lectures, workshops, formative feedback on written work and presentations. Students are able to access, on demand or through referral, additional learning support for communication skills Key and generic graduate skills are embedded in the tasks for all modules and are included in the grading criteria for the assessment of all modules.

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive featurs such as:**
  - ➢ where in the structure above a professional/placement year fits in and how it may affect progression
  - ➢ any restrictions regarding the availability of elective modules
  - ➢ where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
  - ➢ how the delivery of the academic award fits in with the wider apprenticeship
  - ➢ the integration of the 'on the job' and 'off the job' training
  - ➢ how the academic award fits within the assessment of the apprenticeship

None

5. Support for students and their learning.
(For apprenticeships this should include details of how student learning is supported in the work place)

Personalised student support, ensuring students feel they are regarded and supported as individuals on their programme - with opportunities for student-staff contact - is recognised as a key factor in student motivation, involvement and achievement. However, given the anticipated non-traditional student profile, a focused induction programme is planned in order to ensure that students understand the importance of accessing support, are aware of what is available and how to access such. The use of a small academic programme team will also help students get to know staff well.

Students will also be allocated a personal tutor, who will be a member of the teaching team and involved with induction activities, and a named progress coach. Personal tutors and progress coaches will provide both academic and pastoral support to students, with initial meetings held during induction week and regularly (at least once per semester, more often if individuals have an identified need or if a meeting is requested) therafter.. Notes will be recorded on Promonitor and will be available to the student, including any agreed actions or targets. Personal tutors also monitor student attendance and, where appropriate, make contact to discuss any issues.

Students requiring levels of pastoral support beyond that provided by their personal tutor or progress coach may be referred to appropriate specialists in Learner Services. Counselling is available from a small team of counsellors, as is support with such things as benefits and housing, fees and funding issues. Learner Services are also able to offer financial support in the form of a loan or grant to students through the HE Hardship Fund.

Students who are 'at risk' academically are directed towards the most appropriate advice and support; this is usually academic skills support, but they may be referred to other specialists and information available within the College.

6. Criteria for admission
(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

Applicants are expected to have the equivalent of between 48 – 56 UCAS Tariff points, including the following:

A Levels (one of which to be Business) - CD
BTEC Level 3 (Business or a related subject) – MMP
BTEC - MM
Access to Business - Pass

All applicants must complete a satisfactory interview as part of the admissions process. A good level of English and Maths is expected, however passes in Level 2 or GCSE qualifications are not absolute requirements. Considering the nature of the programme applicants are expected to aspire to work, manage or lead in business or a related field, and should have access to a mentor within a work placement or employment situation; work-related learning forms a minimum of 25% of the programme.

Applications for RPL (RPEL or RPCL) will be considered where relevant experience or learning can be demonstrated, and the University Centre process has been satisfactorily completed.

Recruitment to this programme will be either from internal FE progression or those re-entering education (predominantly mature students), seeking career enhancement and/or change. According to historic recruitment data students applying to and taking up study on this course will largely live within a twenty-five mile radius of the University Centre with the vast majority living in the Calderdale area.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

Assessments on this programme vary with each module. For each module there are two forms of assessment – the first being formative. This is usually a draft of part of a piece of work or a presentation of ideas that can be assessed by a module tutor to give guidance on how it achieves the aims and outcomes for the module. This formative assessment will not be marked but will be given verbal or written feedback in order for amendments to be made before submission of the final piece of work for the summative assessment.

Full details of the deadline dates for all of the assessments will be given by your module tutors and will be clearly outlined in the programme handbook.

The assessments are marked with reference to the module outcomes outlined in each module specification and assignment brief.

Handing in of assessed written work will be via Turnitin. This includes submitting work online through Moodle or bringing physical artefacts to the tutor by the set deadline.

Methods and regulations of assessment.
Modules are assessed continuously by the submission of coursework assignments at regular intervals across the year. There are no formal written examinations. The programme team provide assignment briefings that include a description of the task, the learning outcomes and the assessment criteria plus clear indications concerning the modes of assessment and marking and grading practices.

All written work must be submitted electronically through the College VLE (Moodle). It is then marked by the tutor, or tutors, responsible for delivery of the module. A sample is then second marked by another tutor. Submissions close to the grade boundaries may be marked a third time. A sample across all classifications is made available to the external examiner at the end of each semester.

Failure to submit work for assessment by the time and date detailed on the assignment brief will result in a penalty of 10% loss of marks for each working day. After six days a fail will be recorded and a resubmission opportunity will be offered after the Board of Examiners meeting at the end of the semester.

All formal written assignments should normally be word processed. The Harvard reference system is to be used and support is provided for students who are not familiar with this. Assessments are planned to try and avoid them all bunching together at the end of the semester.

Feedback on Assessment
Both oral and written formative and summative assessments will support students to reflect on progress. Written summative feedback will normally be provided within three weeks of the completion of an assignment.

Much of the programme is continually assessed in terms of the developmental process. This provides an opportunity for continual formative feedback and discussion with tutors (formally and informally) however, this feedback is not formally recorded or tracked. Students are also encouraged to give feedback to peers and engage in on going self-assessment, informal peer assessment and discussion.

Students are encouraged to obtain formative feedback of assessments from tutors during scheduled meetings and timetabled sessions.

9. For apprenticeships in England End Point Assessment (EPA).
(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

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10. Methods for evaluating and improving the quality and standards of teaching and learning.

A range of methods are used for evaluating and improving the quality and standards of teaching and learning. These include:

- An annual Programme Leader Report which includes an action plan for developments and improvements. This report is informed by the annual course review, external examiner reports and the programme team responses, as well as feedback from students
- Student feedback, which is collected in a variety of ways including module evaluations and focus groups. These then feed into the bi-annual enhancement and development meetings. The student programme representative is present at the enhancement and development meetings and they take back responses to feedback almost immediately, closing the feedback loop. For issues that cannot be responded to at the meetings, the programme representatives are regularly updated on progress. Feedback is also disseminated by the programme leader, who endeavours to flag up changes to the college and the programme based on student feedback. This highlights the strength and influence of the student voice
- Student surveys such as the NSS are reviewed at the end of the year in processes such as the SED and the College Annual Review. Although top up students are not eligible to take part in the NSS we do take notice of the feedback provided by FD students which can impact on the top up
- Academic staff attend a range of staff development events aimed at improving teaching and learning
- The sharing of best practice through the HE Forum
- Programme leaders are expected to keep themselves aware of any changes to external reference points such as subject benchmarks and QAA guidance
- The programme team is expected to keep themselves aware of changes in industry practice
- A range of lesson observations are undertaken as part of the College's quality assurance framework. These include short walk through observations which take place on a termly basis, and a minimum of one longer lesson observation in each academic year. If areas for improvement are identified, an advanced learning practitioner is assigned to support development of practice. Re-observations are then scheduled to monitor impact.

10. Changes made to the programme since last (re)validation

Not applicable

Annexe 1: Curriculum map

Annexe 1a: Assessed Components

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (x) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	A4	A5		B1	B2	B3	B4		C1	C2	C3		D1	D2	D3	D4	D5
4	Personal Development and Practice					x		x	x		x		x		x			x	x		
	The Marketing Environment	x	x					x	x	x	x			x	x			x		x	x
	Work and Society				x	x		x		x			x		x			x			
	Financial Aspects of Business			x				x	x	x					x		x	x		x	

Level	Study module/unit	A1	A2	A3	A4		B1	B2	B3	B4		C1	C2	C3	C4		D1	D2	D3	D4
5	Innovation and Creativity	x					x							x			x	x		x
	Project and Operations Management		x					x	x				x		x			x	x	
	Community, People and Professional Practice			x						x		x	x					x	x	
	Integrated Communications				x		x			x				x	x			x		

Annexe 1a – Assessed Components

Assessment Level 4 (Year One)

Module	Portfolio	Campaign	VLOG	Essay	Presentation	Plan	Professional Meeting
Personal Development and Practice	●						
The Marketing Environment		●	●				
Work and Society				●	●		
Financial Aspects of Business						●	●

Assessment Level 5 (Year Two)

Module	Group Project	Panel Interview	Case Study	Portfolio	Live Project	Presentation	Business Review
Innovation and Creativity	●	●					
Project and Operations Management			●				
Community, People and Professional Practice				●	●	●	
Integrated Communications							●

Assessment Level 6 (Year Three)

Module	Essay	Article	Case Study	Plan	Proposal	Project	Poster	Showcase
Contemporary Business Issues	●	●						
Strategic Leadership			●					
Business Research Project				●	●	●		
People Management and Business	●						●	●

Annexe 2 - Curriculum mapping against the apprenticeship standard

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular knowledge, skills and behavious.

Please ammend this mapping to suit Frameworks used within the different Nations if appropriate.

Level	Study module/unit	Apprenticeship standard																						
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8
4																									

Level	Study module/unit	Apprenticeship standard																						
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8
5																									

Annexe 3: Notes on completing programme specification templates

1 **-** This programme specification should be mapped against the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in <u>section 3</u> must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <u>http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx</u>

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <u>http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx</u>

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **<u>exit awards</u>** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **<u>languages other then English</u>** must have programme specifications both in English and the language of delivery.