

Programme Specification

All italicised guidance notes shown throughout the template must be deleted prior to submission of the documentation for approval.

1	Awarding Institution/Body	Luminate Education Group						
2	Delivery Location(s)	University Centre Leeds						
3	Programme Externally Accredited by (e.g. PSRB)	None						
4	Award Title(s)	Foundation Degree in Business, Enterprise and Management						
5	FHEQ Level <i>[see guidance]</i>	5						
6	Bologna Cycle <i>[see guidance]</i>	First						
7	HECoS Code and Description	100079						
8	Mode of Attendance <i>[full-time or part-time]</i>	Full Time and Part Time						
9	Relevant QAA Subject Benchmarking Group(s)	QAA Subject Benchmark Statement Business and Management 2019 UK Quality Code for Higher Education 2018						
1	Relevant Additional External Reference Points <i>(e.g. National Occupational Standards, PSRB Standards)</i>							
1	Date of Approval/ Revision	<i>Only one date should be entered. For the programmes that are being reviewed/revised, the original date should be replaced with the date of revision</i>						
1	Criteria for Admission to the Programme (select the appropriate Entry Criteria for the award and remove the others. <div style="text-align: center;"><u>Foundation Degree Entry Criteria</u></div> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 25%;"></th> <th style="width: 40%;">Typical offer</th> <th style="width: 35%;">Minimum Offer</th> </tr> </thead> <tbody> <tr> <td>Level 3 qualifications such</td> <td>48 UCAS tariff points from two A-levels (or equivalent qualifications)</td> <td>16 UCAS tariff points from one A-level (or an equivalent qualification)</td> </tr> </tbody> </table>			Typical offer	Minimum Offer	Level 3 qualifications such	48 UCAS tariff points from two A-levels (or equivalent qualifications)	16 UCAS tariff points from one A-level (or an equivalent qualification)
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Level 3 qualifications such	48 UCAS tariff points from two A-levels (or equivalent qualifications)	16 UCAS tariff points from one A-level (or an equivalent qualification)						

as: A Levels or BTEC L3 Diploma or Extended Diploma		
GCSE English (Desirable):	English Language grade 4 or above is desirable. Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Literacy are accepted in place of GCSEs.	Pass (D or E on the Core)
IELTS:	IELTS 6.0 with no less than 5.5 in any component.	PP, PPP grade or a Subsidiary Diploma with an E grade in relevant subjects
International qualifications:	International qualifications will be assessed against these criteria	Overall pass with 60 credits in a relevant subject
Mature applicants:	University Centre Leeds welcomes applications from mature* applicants who may not have met the academic criteria, but who can demonstrate a wealth of experience in their chosen field. Candidates in this category and otherwise are likely to be interviewed to assess their suitability for the course and will be required to complete a written assessment as part of the selection process. <i>*21 years and over at the start of the course</i>	
RPL claims:	The course structure actively supports claims for Recognition of Prior Certified Learning (RPCL) or Recognition of Prior Experiential Learning (RPEL)	

Additional entry criteria (to be added where applicable)

	Criteria
Part Time courses:	Students for part time study are required to hold a full level 3 qualification or the equivalent experience in a relevant subject and will need to be working in a business role.

1 Educational Aims of the Programme

The aims of this award have been developed using the Quality Assurance Agency's (QAA) Characteristic Statement for Foundation Degrees, the Framework for Higher Education Qualification (FHEQ) and the relevant QAA subject benchmark statement (Business & Management 2019).

The aim of the programme is to equip learners with the appropriate skills required in business management including; relevant knowledge and understanding of the environments in which businesses operate, increasing understanding of organisations, their management and the impact on economies. Students can expect to learn and develop;

- A wide range of skills and attributes which equip graduates to become effective global citizens including where possible work experience

- A systematic and contemporary understanding of the core business and management disciplines, principles, theory and good practice and be able to apply them to their sector context.
- The ability to critically apply theories, concepts and models of operational and strategic business and management to an organisation in order to develop sector specific analytical skills appropriate to a management role in the sector
- Entrepreneurship, innovation and enterprise skills to support the organisation in competing in the fast moving, multi-channel business world
- Self-discipline, reflective and independence as learners and business professionals, capable of working in an interdisciplinary, global and diverse business environment

Learners can also expect to engage with employers through the Business Project where they will work closely with the employer to analyse and evaluate real life business problems in order to propose solutions.

Learners will develop communication skills in order to be able to communicate effectively in all settings.

14	Learning Outcomes	
	The programme will enable students to develop the knowledge and skills listed below. On successful completion of the programme, the student will be able to:	
	Knowledge and Understanding	
	K1	Evaluate business and management theories, concepts and principles in specific functional business areas
	K2	Evidence detailed knowledge of an organisation and its impact on the wider external environment.
	K3	Explore and analyse the impact of the legal, ethical and social responsibilities of organisations.
	Cognitive/Intellectual Skills	
	C1	Apply a range of methods to solve complex business and management problems
	C2	Demonstrate intellectual flexibility in developing and evaluating solutions to Business, Enterprise and Management issues
	C3	Analyse a range of business and management tools and techniques in given situations
	Practical/Professional Skills	
	P1	Communicate clearly and effectively in a wide range of business, enterprise and management contexts
	Key Transferable Skills (<i>insert additional rows as necessary</i>)	
	T1	Reflect on own performance in a range of contexts.
	T2	Work effectively within a team, contributing to the effective working of the team.
	T3	Apply numerical and statistical skills in progressively more complex scenarios
15	Key Learning & Teaching Strategy and Methods <p>The Teaching, Learning and Assessment Strategy aims to provide learners with an academic and work-based knowledge focus, the skills and development for their future careers and a curriculum of applied learning relevant to business, enterprise and management. A blend of lectures, practical workshops, seminars, tutorials and guest speaker/ lecturer sessions will be applied in order for learners to engage in a range of different methods. Lectures and workshops will impart core principles and concepts and will be interspersed with student activities to promote engagement. Practical workshops involving online research will ensure embedded ICT skills. Group work will support development of teamwork skills and be structured to ensure professional values are observed – this will be supported with tutor input and formative feedback through observation and peer reflection. Students will also be able to participate in a work experience programme (during both their years of study) which will allow them to gain unique experience with local/national businesses.</p> <p>The course is heavily focused on the practical application of knowledge in the teaching strategy. Applying theory to real life practical case study examples in business is a key focus of the strategy. This enables learners to thoroughly engage and apply their learning to real life situations.</p>	

	<p>Seminars are used to support students' learning, particularly around the time of assessments, to ensure that smaller groups of students have the ability to engage with the lecturer and their peers on a more personal level. Discussion of any case studies and other materials associated with the assessments will take place which also encourages students abilities to work collaboratively in smaller groups, enabling teamwork and group problem techniques to be shared and applied to all kinds of business scenarios. This also encourages and develops communication skills.</p> <p>Employer involvement throughout the second year of the foundation will be key to the strategy. This will be in the form of guest speaking slots from a number of willing employers through the Skills for Growth Team. A number of these employers have also agreed to take part in the research/consultancy project which is in the second year of the foundation degree. Within this module, connections with the employers will be used to source projects for the students to work on. Learners report into an area/issue that the business owners themselves do not always have the time or resources to look at. This will be an effective way for the learners to get hands-on experience for finding solutions to real life business problems.</p> <p>All tutors have been trained in Equality, Diversity and Inclusion, as well as other support training, which means that whatever background the student has, the tutor has the appropriate skills to ensure that all learners have the same prospects, irrespective of backgrounds. The programme team have worked to ensure that students can see themselves and their cultural background reflected in the curriculum at all levels. This has meant ensuring that examples of BAME business leaders and entrepreneurs are cited and that research and academic literature is representative and diverse to ensure that it is identifiable to students. Extra curricula activities such as the Women in Leadership programme have been introduced with a BAME focus to demonstrate the diversity of successful business leaders.</p> <p>The tutors are supported by the Student Support Manager who has specific training and experience which enhances the level of support provided to students with any type of disability. All materials are made available from lessons on the VLE and the use of the Google Chromebooks means that there are tools to enable differently abled learners to overcome any possible challenges that may affect their ability.</p> <p>Students are required to attend an induction programme at the beginning of their study at level 4 and then again at level 5. Within this programme, key points about the course are covered. This includes a welcome from the whole programme team, key facilities in the University Centre such as the library, prayer rooms, study zone, canteen, as well as safety information such as fire exits and meeting points. Learners are also given information about contacts from the Additional Learning Support team should learners think they need additional support such as counselling or any learning support - they will be assisted by the Student Support Manager. Information is given on academic regulations and procedures and how their work will be marked and moderated. They are given an overview of their course, such as the modules they will study and the assessment methods that are used in each. They are also given IT information so that they can logon to their chromebooks and access the VLE to view their module and programme handbooks and any learning resources from the very start of their degree.</p>
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	<p>Lectures and workshops will impart core principles and concepts and will be interspersed with student activities to promote engagement</p> <ul style="list-style-type: none"> • Practical workshops will ensure embedded ICT skills • Group work will support development of teamwork skills and be structured to ensure professional values are observed – this will be supported with tutor input and formative feedback through observation and peer reflection. • A range of online resources will be used to monitor and track progress, learning and self-reflections including Google Classroom and the Grade Calculator. • Seminars will be scheduled to support social learning, academic research, skill development and communication and presentation skills • Tutorials will support students in accordance with their individual learning plan. • Students will be encouraged to engage with employers throughout the degree to enable them to reach a project idea for the Business Research Project in the final year of the foundation degree. • Use of the G-Suite will be actively encouraged, allowing for instant feedback on learners' work and an opportunity to enter into a dialogue with learners about their work away from the classroom.
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16	<p>Key Assessment Strategy and Methods</p> <p>A range of assessment methods will be used throughout the foundation degree in Business, Enterprise and Management qualification as excellent oral and written communication skills are vital in any sector. Presentations and peer debates will be used as assessment methods. Modules such as Finance for Business, Business Research Project and Project Management will be assessed by individual presentation whereas An Introduction to Marketing and Data Analytics and Contemporary Theories and Concepts of Leadership and Management will be assessed by group presentation methods. Critical thinking and reflection skills will be covered in the Academic Toolkit module as well as the Business Research Project and Business Enterprise and Planning module. It is an essential skill to be able to work well with others in business and be able to take other people's opinions on board. It is important that students understand how the theories and concepts put forward relate to current organisations and carry out assessments using methods relevant to the sector. This suits the modules of Legal Aspects of Management and Business Ownership and Finance for Business where there is a time bound in class assessment to encourage students to work towards tight deadlines. A weekly learning journal which encourages students to be reflective practitioners and to communicate in a professional and inclusive manner with a range of diverse learners will be used within the Academic Toolkit module.</p> <p>Throughout the qualification, there will be group and individual work which will be used to help support understanding and help build towards independence to successfully complete the Business Research Project.</p> <p>Assessments have been developed to ensure that there is a mixture of methods in each module. This is to ensure that not only academic integrity can be monitored but also to give learners the best opportunity to showcase a range of skills that are required in business, enterprise and management. Each module has been created to incorporate a spoken and written assessment. These include:</p> <ul style="list-style-type: none"> Report Investment pitches/proposals Focus Group Reflection Case Study Presentation Group Presentation Poster Presentation Professional Discussion Business Plan E-Portfolio Open Book Assessment Academic Debate <p>The Business Research Project will focus on a work related issue. Here, learners will develop relationships with a local business to collaborate on a problem that may keep recurring in a certain area of the business that the owners/managers may not have the time or resources to find solutions to. This will give learners the skills to find solutions to problems but will also forge relationships with potential employers giving them essential employability skills to find employment.</p>
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	<p>Assessments are spread out to ensure that learners are not assessed too often. There will be a two week gap between assessments to enable learners time to take in what they have learnt before moving onto a new assessment. All learners have the option of extensions and mitigation to assessments where appropriate if they are struggling with deadlines. Students who require additional learning support have a range of options to extend deadlines to assessments and get additional time for any time-bound, in class, assessments to ensure that they are not disadvantaged in any way.</p> <p>Learners will receive timely feedback on assessments. The department work on a three week turnaround from submission to release of grades and feedback. This allows sufficient time for developmental feedback and feedforward to be written by the tutors and then for a sample to go through the moderation process.</p> <p>Quizzes are often set within lessons (usually as a starter or plenary activity) to check for learning from the session. Learners can use their chrome book to complete these tasks and the tutor can log the results to use as indicators for scaffolding or stretch and challenge activities. The use of the assessment function on Google Classroom also allows for checking of learning. Activities can be set, such as Q&A based on reading tasks, with time limits and marking functions. Tutors then have the ability to leave comments and feedback on the formative assessments to enable further development of learners. Learners are also taught how to add video or voice-over functions to presentation software which will assist them in completing assessments.</p> <p>Academic integrity will be a key focus throughout the duration of the degree. Learners will be required to complete an academic integrity quiz over the summer which will have to be completed within the first academic year. This can be worked on over the summer or can be completed throughout the academic year. Ed Puzzle will be a useful tool to use for the quiz as progression and engagement can be tracked and monitored to ensure that learners complete this. The quiz will increase in complexity when learners move up to level 5 and, subsequently, onto level 6. Academic integrity is also a key focus at induction as learners are made aware of the consequences of academic misconduct. It will also be extensively covered in the Academic Toolkit module. There is a dedicated section available on Google Classroom in which students can access the slides throughout the year. Lecturers are also encouraged to frequently return to these slides with the learners, particularly around the time of assessments.</p> <p>In the first semester of the foundation degree, learners complete a formative assessment in the Academic Toolkit module. In this formative assessment, learners summarise and paraphrase an Academic Journal. They are then asked to find two supporting arguments from two different sources. This gives the tutor an indication of whether the learners require extra academic support. Teaching key academic skills early on in the foundation degree is imperative to the development of the skills throughout the foundation degree. At the end of the first year of the foundation degree, learners are subjected to a 'step-up' session. In this session, focus on the higher level thinking skills is the main topic, as well as a recap on academic skills such as writing and referencing with activities included to check for learning. This is then repeated at the beginning of the second year of the degree. At the end of the second year, the same applies in relation to moving up to level 6 study.</p>
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	<p>Formative assessment will be key in the business research project and innovation creativity and entrepreneurship modules. This is due to the nature of the summative assessment content whilst also supporting decolonisation of the curriculum.</p>
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17	Programme Modules						
	Level 4 Semester 1						
	Code	Title	Credits	Core/ Option	Non- Compensatable	Compensatable	Variance
		Academic Toolkit	20	Core		Y	
		An Introduction to Marketing and Data Analytics	20	Core		Y	
		Understanding Organisational and Consumer Behaviours	20	Core		Y	
	Level 4 Semester 2						
	Code	Title	Credits	Core/ Option	Non- Compensatable	Compensatable	Variance
		Business Enterprise and Planning Skills	20	Core		Y	
		Finance for Business	20	Core		Y	
		People Management	20	Core		Y	
	Level 5 Semester 1						
	Code	Title	Credits	Core/ Option	Non- Compensatable	Compensatable	Variance
		Business Research Project	20	Core		Y	
		Innovation, Creativity and Entrepreneurship	20	Core		Y	
		Project Management	20	Core		Y	

Level 5 Semester 2						
Code	Title	Credits	Core/ Option	Non- Compensatable	Compensatable	Variance
	Contemporary Theories and Concepts of Leadership and Management	20	Core		Y	
	Fundamentals of Globalisation and Business Sustainability	20	Core		Y	
	Legal Aspects of Management and Business Ownership	20	Core		Y	

Programme Structure**Level 4**

Full time students will attend the University Centre for 10 hours study over two days, whilst part time students will attend for 4 hours per week, covering one module every 5 weeks. For full time students, each module will include three hours of content per week with one hour for individual tutorials. For part time students, there will be 4 hours of content with one hour tutorial. The programme has three themes: equipping the student with core business, enterprise and management skills, application of these skills and knowledge through work based experiences, and understanding contexts of business, enterprise and management. Consistent contextualisation and application of module theory will further link the learning of these skills, principles and concepts to practical workings and employment opportunities. Development and acknowledgement of the different forms of communication methods used in business will give learners the foundation skills required throughout the degree.

The first semester aims to provide students with core skills in academic writing, researching and referencing, as well as the foundation skills in business, enterprise and management.

In the second semester, learners will develop further skills in different functional areas of business, as well as skills in setting up and running small businesses. Students will also be offered the opportunity to take part in the work experience programme at the start of Semester 2.

- Academic toolkit: 20 credits
- An Introduction to Marketing and Data Analytics: 20 credits
- Understanding Organisational and Consumer Behaviour: 20 credits
- Business Enterprise and Planning Skills: 20 credits
- Finance for Business: 20 credits
- People Management: 20 credits

Semester 1 Weeks 1-15	Academic Toolkit	An Introduction to Marketing and Data Analytics	Understanding Organisational and Consumer Behaviour
Semester 2 Weeks 16-30	Business Enterprise and Planning Skills	Finance for Business	People Management

Level 5

At level 5, learners will further develop skills they have gained at level 4. Further analysis, evaluation and application will be the focus, as well as gaining skills in real life business cases in the research project. This will also help learners who wish to go onto further study at level 6. Further development of communication skills and methods will feature at level 5. Students will also be offered the opportunity to take part in the work experience programme at the start of Semester 2.

- Business Research Project: 20 credits
- Innovation, Creativity and Entrepreneurship: 20 credits

- Project Management: 20 credits
- Contemporary Theories and Concepts of Leadership and Management: 20 credits
- Fundamentals of Globalisation and Business Sustainability: 20 credit
- Legal Aspects of Management and Business Ownership: 20 credits

Semester 1 Weeks 1-15	Business Research Project	Innovation, Creativity and Entrepreneurship	Project Management
Semester 2 Weeks 16-30	Contemporary Theories and Concepts of Leadership and Management	Fundamentals of Globalisation and Business Sustainability	Legal Aspects of Management and Business Ownership

Part-time route:

A part-time route is an option, over two years, studying 4 hours per week on one weekday evening, face to face delivery, aimed at those individuals who have full-time employment. Each module will include 5 weeks of delivery. Each 15-week semester will include 3 modules (5 weeks each). In order to support students, group and individual tutorials will be scheduled, as well as support offered through the use of on-line resources; Google Classroom activities, forums, blogs, etc, the same as is offered through the full time route.

The class time, therefore the contact time, is less for part-time students than for full-time students. Part-time students will draw from their work experiences to assist with the content, application and analysis in assessments. Part-time students are expected to complete the necessary wider reading and to engage and interact with peers and tutors outside the classroom environment.

Part time students still have access to the same resources as the full time students. These include the Academic Skills tutor, Student Support Manager and the Additional Learning Support team. Guest speakers will also be available to the part time students. The college's virtual employability events are available online to the part time students. Part time students have access to the library and the Search+ function where online books and journals are stored. They also have contact with the librarian who is available for one to one sessions as well as group sessions on how to access journals and books via the Search+ function.

Level 4

Weeks	Module
Semester 1	
1-5	Academic Toolkit
6-10	An Introduction to Marketing and Data Analytics
11-15	Understanding Organisational and Consumer Behaviour
Semester 2	
16-20	Business Enterprise and Planning Skills
21-25	Finance for Business

	26-30	People Management
	Level 5	
	Weeks	Module
	Semester 1	
	1-5	Business Research Project
	6-10	Innovation, Creativity and Entrepreneurship
	11-15	Project Management
	Semester 2	
	16-20	Contemporary Theories and Concepts of Leadership and Management
	21-25	Fundamentals of Globalisation and Business Sustainability
	26-30	Legal Aspects of Management and Business Ownership
19	Apprenticeships <p>It is possible that some students will be completing the foundation degree in preparation to study for the Chartered Manager Degree Apprenticeship Level 6 offered by the University Centre Leeds. Depending on the student's particular circumstances or working pattern they can choose to study on either a part time or full time basis. Students join the part time or full time student cohorts and complete the programmes alongside all other students. The apprentices are allocated a personal assessor from the department apprenticeship team at the start of their apprenticeship. The assessor works with the apprentice throughout the entire apprenticeship to ensure that the apprentice is on track with their learning activities within the workplace. The assessor and curriculum team meet regularly to ensure that apprentices are on track during their Foundation degree and BA (Hons). When apprentices have completed both their Foundation degree and BA (Hons) they complete their EPA demonstrating their achievement of the apprenticeship standards.</p>	
20	Support for Students and Their Learning <p>The award adopts the approach to student learning support as identified below:.</p> <ul style="list-style-type: none"> • A robust communications system functions to give students access to lecturers and management; this includes e-mail, the VLE and Google Applications. • All necessary information about the programme is provided by means of the student handbook, module handbooks and the VLE. • Each student will be given the opportunity for tutorials and personal development planning. This is implemented in the first semester and continued throughout the year of study. • For part-time students a robust support system will be in place to provide students with seminar recordings / notes, tutorial information, and on-line activities. This will involve the use of the VLE. • Students have access to the Academic Skills Tutor within the department, with the objective of improving Academic Skills and offering support and advice. • There is an extensive range of learning resources in the Library, supported by specialist staff that provide bespoke study skills sessions or students. 	

	<ul style="list-style-type: none"> ● The University Centre provides an extensive range of services for students, including support for those with special and additional learning needs or in receipt of Disability Support Allowance (DSA) ● Students are allocated a Chromebook in the first year of the foundation degree and can use this throughout their studies in class, as well as remotely. <p>In addition to this, the department offers a keep warm event for students in June that have applied to start in September. It is also offered to students that are moving onto level 5. Here, students have the opportunity to meet or catch up with department tutors, the academic support team and fellow students. They are also given recommended reading lists and summaries for the modules that they will be undertaking.</p> <p>The department also has an induction programme the week before teaching commences which then follows on into the first week of teaching and is drip fed over the next week. Early intervention with learning support and the identification of barriers to learning will be implemented as part of the induction process at Level 4, this will be ongoing throughout the two years of the programme.</p> <p>There will be an interactive academic integrity module that learners will be able to work on over the summer break in their own time and this will form the basis of their Academic Toolkit module. If this does not get completed over the summer, it can be covered in the Academic Toolkit module in the first semester. Students that then complete level 4 of the foundation degree will then be given a more complex academic integrity module to, again, work on over the summer in their own time.</p> <p>The tutors are supported by the Student Support Manager who has specific training and experience which enhances the level of support provided to students with any type of disability. All materials are made available from lessons on the VLE and the use of the Google Chromebooks means that there are tools to enable differently abled learners to overcome any possible challenges that may affect their ability. As the class sizes are generally smaller than traditional universities, allows for individual needs to be met in greater detail from tutors and the student support team. This enables tutors to offer more one to one support during lessons and tutorials and to tailor their teaching strategies to the diverse audience. Each class is assigned a tutor at the start of the academic year and regular tutorials will take place - these tutorials cover both academic and general topics. The tutorial has a format which includes the following: -</p> <ul style="list-style-type: none"> ● Student view of how the course is progressing ● Additional Learning support needs (additional to those already identified) ● Requests for additional support ● Work ethic and programme commitment ● Attendance for both classes and previous tutorials ● Assessment submissions and grades (any non submissions) ● Targets ● Employment Aspiration ● Pastoral issues ● Any other points <p>Action plans are developed as a result of the output of these meetings. These are then tracked and executed by the Programme Manager, Tutor and Student Support Manager. Where required the wider HE student support team will be involved.</p>
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	<p>If a student identifies themselves as disabled or requiring additional support at the application and enrolment stage the programme team assisted by the Student Support Manager will contact the student prior to induction to ensure that there is a detailed understanding of the student requirements and what actions need to be put into place to support students. This would also involve the HE Student Support team. In order to ensure that all students are covered all students will have an individual meeting with the Programme Manager and/or Student Support Manager at Induction. This is allow any students who have not previously identified as disabled or requiring extra support to raise this and the team will then be able to ensure that support is put in place. Again the programme team is supported by the HE Student Support team and outside agencies where required. The programme team actively encourage students to identify additional support requirements throughout the period of study. Actions can be put in place at any point to ensure students receive the adequate levels of support to ensure that they can achieve their academic aspirations. Where necessary the programme team work with the support team to ensure that students have Reasonable Adjustments to Assessment schedules designed to ensure that students are achieving in a support environment.</p> <p>The University Centre has a central support team who offer services such as counselling, additional learning needs support and alternative assessment arrangements that enables a wide variety of needs being catered to. As well as this, learners have access to an academic skills tutor and a student support manager who are available throughout the two years of study. The academic skills tutor is available for one to one sessions with individual students, or for larger groups where there is a need for a larger group requiring support in this area. This is focussed heavily at level 4 with learners urged to engage with this support, and mandatory referrals in some cases where learners may not have been graded as highly as they could have. This support is available to all learners, both full and part time students, as well as apprentices.</p> <p>All learners will also have access to financial guidance which includes help with Student Finance applications, access to extra funding and bursaries, a student hardship fund to help learners in times of need and access to personalised advice on budgeting.</p> <p>As well as being invited to participate in the work experience programme all learners will also have access to a variety of services to improve employability and prepare them for their desired career path after study. There is access to practical tips from getting a part-time job to finding graduate positions, from learning how to craft the perfect CV to connecting with industry and from joining the Student Ambassadors programme to finding volunteering opportunities.</p> <p>Their support includes:</p> <ul style="list-style-type: none"> ● One-to-one appointments on CVs, cover letters, personal statements and interview preparation ● Support with searching for a job and proofreading your applications ● Access to key information and resources to equip you with the knowledge to succeed ● Regular workshops to develop your employability skills
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	<p>The Department also holds a 'Women in Leadership' two week programme where students can gain valuable work related learning and knowledge of business ownership with large Governmental and Private organisations such as The Department for Transport and The GENie programme.</p>
21	<p>Distinctive Features</p> <p>The teaching team have considerable experience both in regard to teaching and vocationally relevant experience. The team have worked for a variety of different employers and have entrepreneurial experience in creation and management of small and medium enterprises which gives them an excellent base from which to teach and impart knowledge to students. Sectors that the teaching team have experience in management roles include: banking, finance, retail, education, tourism and hospitality. Recently, the department has also developed links with Skills for Growth team from the West Yorkshire Combined Authority, Leeds City Region Enterprise Partnership (LEP),</p> <p>The proposed new structure of the programme has been developed to incorporate the study of globalisation and sustainability, as an area of research and development that has become increasingly important to promote the future of businesses and look at ways organisations can positively benefit the economy, promote education and more meaningful experiences with local connections. Through an appreciation of current issues impacting organisations, students will have a more holistic understanding of how they can make a difference through promoting ethical practice within their current lives and in their future careers.</p> <p>In addition, there is also now involvement of modules that focus on contemporary features within business such as data analytics as a vital facet of management within any business and more recently in response to the events of 2020. It is hoped this will help students deal with complex problems and consider a range of opportunities when making decisions as future leaders and managers.</p> <p>The course is unique to local competitors due to the more practical nature of teaching and learning. The course offers learners opportunities to apply theory to practise using case studies and real life situations, particularly in the Business Research Project. Section 3.8 of the QAA states that business and management degrees are strongly related to practice and therefore should provide a clear link between the development of relevant skills and employability of graduates.</p> <p>The timetable that is offered is condensed into one full day (9am-12pm - 1pm-4pm) and one half day (9am-12pm) which makes it unique to local competitors. This means that students who have other commitments such as employment or families, are not disadvantaged.</p>

	<p>Not only do the staff in the department have an extensive background in a range of business/management industries, a high level also uniquely come from a Foundation Degree background which gives the teaching team a unique insight into the student experience.</p> <p>The department has a number of links and involvement with employers in the local area, including a work experience programme including opportunities for work experience with companies such as KPMG. These links have expanded to business owners/managers helping learners with real life business problems in the Business Research Project.</p> <p>The assessments have all been reviewed and amended to enhance employability skills and to focus on authentic business scenarios including investment pitches, focus groups, management presentations and consultancy pitches. The Business Research Project will include local employers who will work closely with the students to analyse recurrent business problems to help find solutions. This will enable the students to forge close relationships with local businesses, giving them a positive start to their hunt for employment once they have graduated. This can also be included on the students CVs to differentiate them positively in the job market.</p>
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Stage Outcomes (Undergraduate Awards only)

Key: K = Knowledge and Understanding C = Cognitive and Intellectual P = Practical Professional T = Key Transferable [see Section 16 programme specification]

No.	Programme Outcome	Stage/Level 4(1)
K1	Evaluate business and management theories, concepts and principles in specific functional business areas	Describe theories and concepts relevant to specific functional business areas
K2	Evidence detailed knowledge of an organisation and its impact on the wider external environment.	Identify an organisation's impact on the wider external environment.
K3	Explore and analyse the impact of the legal, ethical and social responsibilities of organisations.	Describe and explain the impact of legal, ethical and social responsibilities of organisations.
C1	Apply a range of methods to solve complex business and management problems	Apply methods to solve business and management problems
C2	Adopt intellectual flexibility to apply new knowledge and understanding in business, enterprise and management scenarios	Describe appropriate and effective ideas and solutions to problems in business, enterprise and management scenarios.
C3	Analyse a range of business and management tools and techniques in given situations	Describe and explain tools and techniques associated with analysing the business environment
P1	Communicate clearly and effectively in a wide range of business, enterprise and management contexts	Use appropriate communication methods dependent on the situation
T1	Reflect on own performance in a range of contexts.	Reflect on own strengths and weaknesses
T2	Work effectively within a team	Demonstrate the ability to work within a team
T3	Apply numerical and statistical skills in progressively more complex scenarios	Describe and explain numerical data and its significance to business operations

Map of Outcomes to Modules

For Undergraduate programmes please provide a map for each Stage, e.g. Stages 1 and 2 and programme outcomes for Honours degrees, and Stage 1 and programme outcomes for Foundation Degrees.

	Level 4	Outcome Key									
	Module Titles	K1	K2	K3	C1	C2	C3	P1	T1	T2	T3
	Academic Toolkit	X			X			X	X		
	Understanding Organisational & Consumer Behaviour	X	X			X		X			
	An Introduction to Marketing & Data Analytics		X	X	X					X	X
	People Management			X	X		X		X		
	Finance for Business			X	X		X			X	X
	Business Enterprise & Planning Skills	X			X	X		X			X
	Level 5										
	Project Management	X			X	X		X		X	X
	Innovation, Creativity & Entrepreneurship	X				X	X			X	X

	Business Research Project	X	X			X	X		X		X
	Legal Aspects of Management & Business Ownership			X	X		X	X		X	
	Fundamentals of Globalisation & Sustainability	X		X	X	X				X	
	Contemporary Theories & Concepts of Leadership & Management	X			X		X	X	X	X	

Map of Teaching and Learning Methods

Level 4

Module Titles	Methods						
	Lectures	Student led/ interactive/ shared learning seminars	Case Studies	Skills workshops	Group activities	Guest speakers	Independent / E Learning/ On-line forums
Academic Toolkit	X	X		X	X		X
Understanding Organisational & Consumer Behaviour	X	X	X		X	X	X
An Introduction to Marketing & Data Analytics	X		X		X	X	X
People Management	X	X	X	X	X	X	
Finance for Business Students	X	X	X		X		
Business Enterprise & Planning Skills	X	X	X	X	X	X	

Level 5

Module Titles	Methods						
	Lectures	Student led/ interactive/ shared learning seminars	Case Studies	Skills workshops	Group activities	Guest speakers	Independent / E Learning/ On-line forums
Project Management	X	X	X	X	X	X	
Innovation, Creativity & Entrepreneurship	X		X		X		
Business Research Project	X	X	X	X		X	X
Legal Aspects of Management & Business Ownership	X	X	X	X		X	
Fundamentals of Globalisation & Sustainability	X	X	X		X		X
Contemporary Theories & Concepts of Leadership & Management	X	X	X		X		

Map of Assessment Methods

Level 4

Module Titles	Methods										Reflection
	Report	Focus group/pitch	Case Study	Open Book Assessment	E-Portfolio	Group Presentation	Presentation	Poster Presentation	Professional Discussion	Business Plan	
Academic Toolkit					50% (1500 words) Week 13				50% (20 mins) Week 12		
An Introduction to Marketing and Data Analytics	70% (2000 words) Week 9					30% (30 mins) Week 15					
Understanding Organisational and Consumer Behaviours		50% (40 mins) Week 14	50% (1500 words) Week 7								
Business Enterprise and Planning Skills		40% (15 mins) Week 30								60% (1600 words) Week 22	
Finance for Business				60% (2hrs) Week 24			40% (15 mins) Week 30				
People Management								50% (20 mins) Week 20			50% (1500 words) Week 30

Level 5

Module Titles	Methods						Academic Debate
	Report	Consultancy Pitch	Case Study	Open Book Assessment	Group Presentation	Presentation	
Business Research Project	70% (2500 words)Week 15					30% (10 mins) Week 9	
Innovation, Creativity and Entrepreneurship			50% (2000 words)Week 5			50% (20 mins) Week 14	
Project Management	50% (2000 words) Week 7					50% (20 mins) Week 13	
Contemporary Theories and Concepts of Leadership and Management	50 % (2000 words) Week 20				50% (30 mins)Week 26		
Fundamentals of Globalisation and Sustainability			40% (1800 words) Week 22				60% (40 mins) Week 30
Legal Aspects of Management and Business Ownership		40% (15 mins) Week 24		60% (2.5hrs)Week 30			

