



FdA Business and Management

Chichester College

Isle of Wight College

South Downs College

Programme Specification

Primary Purpose

Course management and quality assurance.

Secondary Purpose

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

Disclaimer

The University of Portsmouth has checked the information given in this Programme Specification. We will endeavour to deliver the course in keeping with this Programme Specification; however, changes may sometimes be required arising from annual monitoring, student feedback, review and update of units and courses. Where this activity leads to significant changes to units and courses, there will be prior consultation of students and others, wherever possible, and the University will take all reasonable steps to minimize disruption to students. It is also possible that the University may not be able to offer a unit or course for reasons outside of its control, for example; the absence of a member of staff or low student registration numbers. Where this is the case, the University will endeavour to inform applicants and students as soon as possible. Where appropriate, the University will facilitate the transfer of affected students to another suitable course.

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Course Details

1. Named Awards

FdA Business & Management

2. Course Code (and UCAS Code if applicable)

C1847P

3. Awarding Body

University of Portsmouth

4. Teaching Institution

Chichester College

Isle of Wight College

South Downs College

5. Accrediting Body

None

6. QAA Benchmark Groups

General Business and Management Feb 2015

Foundation Degree Qualification Benchmark (2nd edition) 2010

7. Document Control Information

Version 5, September 2018

8. Effective Session

2018/2019

9. Author

Yvonne Richardson

10. Faculty

Business and Law

11. Subject Group

Business and Management: Generalist Business

Curriculum

12. Educational Aims

The General aims of the Programme:

- To provide a challenging and stimulating study environment.

- To develop critical and evaluative skills in researching and applying academic concepts and ideas
- To provide students with academic writing and referencing skills (essential in the completion of academic assignments)
- To provide a framework allowing students to follow a flexible coherent programme of study.
- To develop and assess a range of key skills by means of opportunities provided in the study units.
- To provide a high level of work-based learning
- To develop technical and work specific skills underpinned by academic learning.
- To equip graduates with the necessary transferable skills for lifelong learning, employability and flexibility in the context of changing economic Environment
- To provide students with the skills and knowledge required to maximise career opportunities
- To provide the opportunity to develop the study skills (literature review/critical reading & writing/journal search and reflection) required on associated BA programmes.

The Foundation Degree in Business and Management aims to:

- Provide a coherent and applicable programme of academic study, which is challenging, stimulating and located within the student's organisation.
- Enable the student to build an understanding of and apply business theory, concepts and principles studied in the units to the workplace
- Equip students with the core competences of business and management and enable these to be applied within their current and outside organisations.
- Develop the skills of problem diagnosis and the ability to review a range of possible solutions
- Provide students with the opportunity to develop key skills relevant to academic study (critique, research, application and referencing) and learning at work.
- Provide students with the appropriate transferable skills necessary for lifelong learning and flexibility.
- Provide students with the opportunity to progress to an appropriate honours degree programme.

13. Reference Points

- University of Portsmouth Common Undergraduate Curriculum Framework 2014
- The University Framework for the Development and Management of Foundation Degrees.
- The University of Portsmouth policy on Key Skills
- QAA General Business and Management 2007
- QAA Foundation Degree Qualification Benchmark (2nd edition) 2010
- QAA Learning from Reviews of Foundation Degrees in England Carried out in 2004-05
- The Framework for Higher Education Qualifications
- QAA Code of Practice for the Assurance of Academic Standards in Higher Education
- The views and experience of the PBS course team
- The views and experience of FE College partners
- The views and experience of current students on the course
- The views and experience of employers and mentors

14. General Learning Outcomes

Level 4

Certificates of Higher Education are awarded to students who have demonstrated:

- knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study

- an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study

Typically, holders of the qualification will be able to:

- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments
- undertake further training and develop new skills within a structured and managed environment

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

Level 5

Foundation Degrees are awarded to students who have demonstrated:

- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed
- ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
- knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge

Typically, holders of the qualification will be able to:

- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
- effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively
- undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making

15. Learning Outcomes

- To build a heightened level of knowledge & understanding of a range of business functions
- To gain insight into the practical use and application of theoretical frameworks
- The ability to identify business problems and propose and prioritise appropriate solutions from a range of possible alternatives
- For students to reflect upon the limits of their knowledge and how this influences analysis and interpretation within the workplace
- The ability for students to manage and reflect upon their learning in a working environment
- To build competence in a range of applicable business and management techniques

A. Knowledge and Understanding of:

A.1 The external business environment and its impact on organisations

A.2 The internal functions of business and management

A.3 The roles and tasks of management including processes of decision making

B. Cognitive (Intellectual or Thinking) Skills, able to:

- B.1 Understand, evaluate and apply current theories of business and management and the relevance and applicability within organisations
- B.2 Review workplace practices in relation to current thinking in the effective management of organisations
- B.3 Gather and review a range of information from a variety of sources and organise that information in relation to organisational goals
- B.4 Use learning logs/portfolio to reflect upon and inform personal development and effectiveness in relation to developments in the business

C. Practical (Professional or Subject) Skills, able to:

- C.1 Demonstrate the ability to manage their own learning within the business environment
- C.2 Apply a range of business related skills in relation to people and resource management
- C.3 Communicate effectively within the organisation with peers, colleagues, customers and senior managers as appropriate.
- C.4 Work effectively within the workplace using appropriate skills and business knowledge

D. Transferable (Graduate and Employability) Skills, able to:

- D.1 Demonstrate the ability to apply numerical and data analytical skills appropriate to level
- D.2 Demonstrate the use of communication skills in the context of work-based learning.
- D.3 Demonstrate the use and understanding of IT skills within the workplace.
- D.4 Use personal reflective skills to demonstrate the ability to manage and improve their own learning.
- D.5 Demonstrate the ability to manage themselves using time management processes and administrative skills
- D.6 Reflect on their knowledge and skills and look for opportunities for continuing professional development.
- D.7 Reflect upon taught tools and to design, implement and manage such though a broad range of organisations

16. Learning and Teaching Strategies and Methods

This degree will use class-based activities (lectures, seminars, case studies, group work, simulations and problem solving) together with the opportunity to apply learning within the workplace. In addition, an annual Business Conference will provide the opportunity to discuss a range of current business issues and explore their relevance to the students' own place of work. A range of learning opportunities will be offered which will stimulate engagement with the learning process and foster confidence in reaching business decisions.

Cognitive skills are developed through interactive sessions within the taught units. The business conference will facilitate the development of problem solving, analytical and presentation skills as well as the ability to apply learning to the workplace. Case study investigations together with reflection on manager development activities will develop academic and cognitive skills together with the requirement for the students to reflect on formative feedback.

Professional and work-based skills will be acquired through individual and small-group work and guided work-based learning.

The opportunity for key skill development will be embedded within the curriculum wherever possible and they are mapped at Key skill level 2. Opportunities to reflect on key skill practice will be included in the Manager Development unit.

17. Assessment Strategy

Assessment will include case studies, coursework (A1 and A2), learning log/portfolio development (A3) together with time constrained assessments (A1 & A2).

Students will be assessed through coursework assignments (B1, B2, B3) portfolio development (B4) and work-based assignments.

Work-based coursework assignments (C1, C2, C3, C4).

Key skill opportunities are embedded within the curriculum and will be assessed through coursework assignments (D1, D2, D3) and through the Manager Development unit (D4, D5, D6).

The strategy is guided by the need for appropriate and rigorous assessment of learning outcomes, by the need to offer a variety of assessment opportunities to enable students with different aptitudes and learning styles to demonstrate achievement, and, not least, by the need to build confidence gently in students whose previous experience of formal education has in many cases been unfulfilling.

It is imperative that the assignments are designed with Academic style (A blend of Academic rigor, evidence of wider reading & and practical application) incorporating appropriate Academic Conventions on referencing & writing.

Year 1

Students produce highly structured portfolios (Business Conference 1 and Work-Based Learning 1). These are intended to accustom them to academic and reflective writing, referencing, use of evidence etc in bite-sized pieces. Part of the work is submitted in November to allow for early formative feedback. The Managing People Unit makes use of an exam balanced with a coursework assignment. Group work is introduced in Managing People and Business Conference 1, which includes short small-group presentations to a very small audience.

Year 2

Work-Based Learning 2 extends the scope of Work-Based Learning 1 by reducing the extent of prescription: students have greater control over content and are expected to write more extensively. Formative assessment of the unit also includes a peer review element. In the exam for The Economic Environment of Business, students are given the question bank at the start of the semester to boost confidence and provide a scaffold for their study. Business Conference 2 extends the range of presentation skills by requiring small groups to produce academic posters.

Year 3

The taught units are assessed entirely by coursework, allowing students to undertake extended synthesis of theory and the practice, including literature reviews where a wide search and reflection upon Journals is required. Artefact requirement require a deeper sense of exploration, evaluation and reflection, with the opportunity to review challenges and obstacles as well as positive impact. Business Conference 3 takes presentation a step further by requiring individual students to deliver a paper to an audience of peers and academic staff. Upon Graduation the students should hold the required Study Skills to confidently undertake associated BA (hons) L6 programmes/units.

18. Course Structure, Progression and Award Requirements

See [Unit Web Search](#)¹ for full details on the course structure and units

- The programme comprises 240 credits, all at Level 4 & 5.
- There are 12 taught / work based units of 20 credits each.
- One credit is equivalent to 10 hours of learning
- Units are offered as 20 credit units representing a notional 200 hours of learning.
- The programme is offered in part-time mode only over a period of 6 Teaching Blocks (3 academic years).

¹ www.port.ac.uk/unitwebsearch

- All programme units are core.
- Students must gain 240 credits to achieve the award of FdA Business and Management. Standard University rules apply. The regulations must be consulted for a full description of exit awards.
- Students who successfully complete the course are eligible to progress at the University of Portsmouth to BA (Hons) Leadership, Business and Management through eighteen months of further part-time study(120 additional credits = 360) or to BA(Hons) Business Administration or BA (Hons) Business Enterprise Development by direct entry to Level 6 (Year 3) of the full-time courses.

19. Employability Statement

The FdA Business & Management is a part-time programme that encapsulates the educational requirements of those who are in employment and are looking to build a strong and applicable foundation of learning and employability skills in order to facilitate success upon their current and future career paths.

One Course Objective is to increase career prospects by putting students into simulated situations where they have to analyse complex problems, explore the uncertainties involved, evaluate possible solutions and plan their implementation

- The teaching of all units emphasises the application of what is learnt to the workplace and highlights the skills and understanding that will enhance employability
- Students are encouraged to make use of career guidance services within the Colleges and at the University
- The Colleges use a locally managed version of the University's Personal Development Planning programme (Individual Learning Profile etc) administered through the Personal Tutor system.
- Pathway to associated BA (Hons) programmes.

Course Management

20. Support for Student Learning

- The Course is managed by a Course Leader
- Collaborative programmes are managed on a day-to-day basis by the University Contact who may or may not be the Course Leader
- Extensive 6 hour induction programme introduces the student to the University, their course (Course Leader), The units (Unit Coordinators) the library (PBS librarian) and the support structure (including PBS Study Skills Support)
- Portsmouth Business School Study Support Team
- Portsmouth Business School Librarian offers College support
- Each student has a personal tutor, responsible for pastoral support and guidance
- University support services include careers, financial advice, housing and counselling
- The Academic Skills Unit (ASK)
- The Additional Support and Disability Advice Centre (ASDAC)
- Excellent library facilities
- Student course and unit handbooks provide information about the course structure and University regulations
- Feedback is provided for all assessments
- Personal Development Planning (PDP) for all awards

21. Admissions Criteria

A. Academic Admissions Criteria

Students are expected to be in part-time or full-time, paid or unpaid employment of a kind that will allow access to appropriate work-related learning opportunities. An over-riding criterion will be the academic judgement that the student will benefit from the programme and successfully complete it.

Tariff: normally 60 tariff points from one A2, GNVQ, NVQ3, professional qualifications. Applications are welcome from mature candidates who may not meet the normal entry requirements but whose work experience will have prepared them to succeed in this degree. Applicants will normally be interviewed for entry to the programme.

B. Disability

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

22. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

A. Mechanisms for Review and Evaluation

- Course Leader's Annual Standards and Quality Evaluative Review
- Head of Department's Annual Standards and Quality Evaluative Review
- Unit and Course Level student feedback considered at Board of Studies
- Unit Assessment Board consideration of student performance for each programme
- Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports
- Periodic Programme Review
- Student Representatives and Student/Staff Consultative Committees
- National Student Survey
- National Postgraduate Taught Experience Survey
- Staff Performance and Development Review
- Peer Review and Development Framework
- Faculty Learning and Teaching Committee

B. Responsibilities for Monitoring and Evaluation

- Unit Co-ordinators for unit content and delivery
- Course Leader for day-to-day running of course
- University Academic Contact for day-to-day running of course
- Partner Institution Academic Contact
- Board of Studies with overall responsibilities for operation and content of course
- Head of Department
- Associate Dean (Academic)
- Associate Dean (Students)
- Quality Assurance Committee
- Unit, Award and Progression Board of Examiners

C. Mechanisms for Gaining Student Feedback

- Student Representation on Board of Studies
- Student Staff Consultative Committees
- Unit and Course level student feedback questionnaires

- University participates in external student surveys, e.g. National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES), Postgraduate Research Experience Survey (PRES) and International Student Barometer (ISB)

D. Staff Development Priorities

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance
- Annual staff performance and development reviews match development to needs
- Managers undertake a variety of management development programmes
- New academic staff required to undertake appropriate University of Portsmouth learning and teaching programmes
- All academic staff encouraged to seek Higher Education Academy membership
- Academic staff undertake initial and continuing professional development within the Academic Professional Excellence Framework (APEX) programme which is aligned with the Higher Education Academy (HEA)'s UK Professional Standards Framework (UKPSF)
- Support staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages

23. Assessment Regulations

The current University of Portsmouth academic regulations for Collaborative Partners will apply to this programme (see [Regulations and Handbooks²](#)).

24. Role of Externals

Subject External Examiners who will:

- Oversee unit assessment and usually attend Unit Assessment Boards
- Review unit assessment strategy
- Sample assessment artefacts
- Present report to Unit Assessment Boards

Award External Examiners (usually also a Subject External Examiner) who will:

- Oversee and attend Award/Progression Boards
- Scrutinise and endorse the outcomes of assessment
- Ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom

25. Indicators of Standards and Quality

A. Professional Accreditation/Recognition

None.

B. Periodic Programme Review (or equivalent)

Periodic Collaborative Partnership Review, May 2012, approved continued delivery of the programme at all centres.

Periodic Programme Review: 2018. The fitness of purpose of curriculum was confirmed and the annual monitoring and review processes were found to be effective. The fitness for partnership arrangements to continue for a further three years was confirmed.

²
www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/CollaborativePartnerships/documentat ion/RegulationsandHandbooks/

C. Quality Assurance Agency

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (for full report see [Higher Education Review of the University of Portsmouth, March 2015³](#)).

D. Others

None.

26. Further Information

Further information may be found in:

- Student Handbook
- University of Portsmouth Curriculum Framework Document
- University of Portsmouth Prospectus
- [University of Portsmouth⁴](#) website
- [Chichester College⁵](#) website
- [Isle of Wight College⁶](#) website
- [South Downs College⁷](#) website

³ www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf

⁴ www.port.ac.uk/

⁵ www.chichester.ac.uk

⁶ www.iwcollege.ac.uk

⁷ www.southdowns.ac.uk