Programme Specification – Definitive Document

1. BASIC INFORMATION

1.1	**Awarding Institution:**	Plymouth Marjon University
1.2	**Teaching Institution:**	Plymouth Marjon University
1.3	**Locus of Delivery:**	Plymouth Marjon University
1.4	**Final Award Title:**	BSc (Hons)
1.5	**FHEQ Level:**	3, 4, 5 and 6
1.6	**Programme Title:**	Business with Foundation Year
1.7	**Mode and Duration of Study:**	Full Time – 4 years, Part Time – 8 years
1.8	**UCAS Code(s):**	BUS4
1.9	**Admission Criteria:**	Normal entrance criteria applies (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.
1.10	**Accrediting Professional Body/ PSRB:**	
1.11	**QAA Subject Benchmarking Group(s):**	Business and Management, 2015
1.12	**Other External Points of Reference:**	Framework for Higher Education Qualifications (FHEQ); Quality Assurance Agency Enterprise and Entrepreneurship Education: Guidance for Higher Education Providers, 2012
1.13	**Language of Study (for learning, teaching and assessment):**	English

1.14	**Work-Based Learning Arrangements:**	Work based learning takes place within modules at Level 5 (20 credits, Enterprise Development) and Level 6 (20 credits, Enterprise Reality). WBL approaches are also embedded throughout the programme through university-employer partnerships and collaborations including guest speakers, field trips and networking events.
1.15	**Foundation Degree Progression Routes:**	N/A
1.16	**Arrangements for Distance Learning:**	Teaching resources will be made available online using the Plymouth Marjon digital learning environment. Students will also be able to communicate with staff remotely using the University email system, by phone, or using a secure teleconferencing facility.
1.17	**Original Date of Production:**	October 2017
1.18	**Date of Commencement:**	September 2018
1.19	**Review Date:**	By August 2024

2. Programme Outline

BSc (Hons) Business with Foundation Year is a four year undergraduate Business programme with a strong enterprise focus. This programme will enhance students' understanding of small and medium sized businesses (SMEs), their effect on the economy and the global business environment they now operate within. BSc (Hons) Business with Foundation Year will prepare students for a career in business either as an entrepreneur or an employee within an organisation through hands on practical learning opportunities with a 'real world' focus.

There are two clear themes within the Programme. Students can choose to pursue an entrepreneurial theme and utilise their study of the Level 5 modules to examine Accounting and Finance, Marketing and People Management in the specific context of a start-up. They can also set up their own business within the Level 6 module 'Business Reality'. Students can also choose to pursue an intrapreneurial theme and utilise the Level 5 modules to examine Accounting and Finance, Marketing and People Management within a broader context of SMEs. They can choose to work for an employer through undertaking a placement within the Level 6 module 'Business Reality'.

2.1   Integrating Sustainability into the Curriculum

A systematic approach has been taken to embed sustainability across the programme in a manner that goes beyond simply talking about sustainability. Students will apply learning through opportunities to experience sustainable practice and using skills for sustainable business practice. This will be enhanced by teaching and learning activities such as: visiting lecturers with subject specific sustainability knowledge, work-based learning with the Corporate Social Responsibility arm of organisations and reflection on business values. Of significance to the programme and integrating sustainability is Social Enterprise. Staff members with expertise in this area, coupled with strong relationships with significant boards (Plymouth Social Enterprise Network) and Social Enterprises (Real Ideas Organisation) enable a real world approach to sustainability in business to be integrated into the curriculum.

3. Distinctive Features

- Real World Experience – This programme has a hands on approach to learning achieved through activities such as business simulations and venture creation modules which provide practical learning opportunities. Assessments are designed with the 'real world' in mind incorporating activities which students would be expected to undertake, either as an entrepreneur or employee, such as pitches, presentations and business reports.

- Business start-up – There are a range of opportunities for students to engage with entrepreneurship at all levels of the programme. In the final year, students have the option to run their own business during the 'Enterprise Reality' module. For those students who do not wish to run their own business the programme ensures that students are given the opportunity to undertake a range of practical and Work Based Learning (WBL), encompassing role plays, simulations, real projects, consultancy and placements at Levels 5 and 6.

- A thought and action approach – Theory is discussed in relation to practice to enable an action based approach to learning. The programme provides students with the opportunity to acquire and develop entrepreneurial competencies, based upon academic research (Morris *et al*., 2013) that will significantly enhance their self-employability prospects on completion.

- Two key themes within the degree programme – entrepreneurship and intrapreneurship. Students can choose to set up their own business during the 'Business Reality' module or they can choose to engage in work-based learning with an employer. The assessment method for this module, a reflective portfolio, entails that students reflect upon their learning whether they chose to run their own business or work with an employer. Neither theme is preferential and is the choice of the student.

4. Programme Aims

- To provide a critical overview of business within a local, national and global context.
- To prepare students for a career in business or management either as an employee or entrepreneur
- To enable students to apply their knowledge, skills and experience within a real world business environment and become effective global citizens.

These reflect the QAA Subject Benchmark Statement Business and Management (2015).

5. Programme Learning Outcomes

Knowledge & understanding:

By the end of this programme students should be able to demonstrate:

1. Comprehensive and detailed knowledge and understanding of the sources, uses and management of financial accounting.

2. Comprehensive and detailed knowledge and understanding of strategies for effective people management and leadership.

3. Comprehensive and detailed knowledge and understanding of different approaches for marketing, including market segmentation, targeting, positioning and generating sales alongside customer satisfaction and loyalty.

4. Comprehensive and detailed knowledge and understanding of the process of developing enterprising and innovative ideas for new or existing products/services recognising the ethical responsibilities of entrepreneurs and owner/managers.

Intellectual skills:

By the end of this programme students should be able to demonstrate:

1. The ability to review, synthesise and critically evaluate relevant and appropriate literature and research methodologies.

2. Critical engagement with a range of data related to business.

3. The ability to analyse facts and circumstances to determine the cause of a problem and identify and select appropriate solutions.

Practical skills:

By the end of this programme students should be able to demonstrate:

1. The ability to formulate a business idea and recognise the necessary steps to set up a business.

2. The utilisation of effective listening, negotiation, persuasion and networking skills for an effective career as an employee or entrepreneur.

3. Effective numeracy skills through the use of quantitative methods to manipulate, evaluate and estimate from a range of data sources.

Transferable / key skills:

By the end of this programme students should be able to demonstrate:

1. The ability to articulate and explain information through verbal and non-verbal formats appropriate to a business environment.
2. Effective team working and collaboration as an employee or entrepreneur.
3. The capacity for independent learning and decision-making and the ability to work autonomously for lifelong learning.
4. Critical reflection upon current knowledge, skills and experience and applicability for operating as an employee or entrepreneur.

6. Learning and Teaching Methods

The programme and curriculum design have been informed by the latest QAA Subject Benchmark Statement Business and Management (2015) and the QAA (2012) Enterprise and Entrepreneurship Education: Guidance for UK Higher Education providers.

The entrepreneurship research specialisms of the programme staff align with the outcomes of the programme and the curriculum will be underpinned by the latest research and best practice informed by programme staff's membership of enterprise education boards (Enterprise Educators UK) and entrepreneurship Institutes (Institute of Small Business and Enterprise).

Real world experience is fundamental to the programme's learning outcomes and students will be afforded opportunities in each module to engage in 'hands on' practical learning opportunities such as business simulations, employer led projects, placements and business start-up. Guest speakers will be brought in at Levels 4, 5 and 6 to ensure an industry perspective and students encouraged to network with local, regional and national businesses.

6.1 Learning Enhancement

Business Simulation Game

Use of online business games such as the 'Business Strategy Game' at Level 5 will simulate the

business start-up environment and require students to work in groups to solve

problems and apply their initiative.

Business start up

Students will have the option to set up and run a business in

their final year.

Field Trips

Students will have the opportunity to visit local businesses and relate theory to practice.

Guest Lectures

Academics will draw upon their strong links with the regional business community to provide guest

lectures from entrepreneurs and enable students to network with leading business people in the area

thereby strengthening their knowledge and understanding of business alongside their practical and

transferable skills.

Guided Independent Study

Students work independently drawing upon resources provided by the teaching staff such as

reading lists and learning space materials. A virtual forum on the Learning Space, accessible to

all students and the tutors, will be used to stimulate discussion and debate outside of

scheduled teaching time.

Hack-a-thons

Half and full day long workshops that includes students, tutors and local entrepreneurs will provide an

intensive learning environment for students to network and test the viability of their business and

research ideas.

Lectures

All modules will have scheduled lectures to ensure curriculum content is discussed. Lectures will not

take a traditional format but instead have a workshop format whereby facilitative teaching approaches

and working in small groups encourage active learning.

Networking events

Students will be required to attend networking events at Level 4 to introduce a hands on opportunity to develop networking skills. Networking is embedded at Levels 5 and 6 through the opportunities for networking at the hack-a-thons.

Seminars

Seminars consisting of smaller groups of students will check understanding and analyse and evaluate the content delivered in the lectures.

Work Based Learning

Students will undertake a group consultancy project with a local business in their second year. They will have the option to undertake a semester long placement in their final year.

1-2-1 tutorials

1-2-1 tutorials between students and an assigned will enable students to discuss development of their research ideas at Levels 4, 5 and 6.

Extracurricular enterprise activities will be made available also. Students will be made aware and encouraged to apply for seed corn funding to enable initial business start-up and follow on seed corn funding for growing the business start-up to the next stage of its development. A mentoring system will be implemented which will pair up students with an entrepreneur to advise them in their start-up phase. This will be particularly useful for those students who decide to run a business in their final year.

6.2   e-Learning

The programme will utilise the Marjon digital learning environment to its full potential to provide blended and distance learning options. Staff will support student's digital literacy using virtual forums to stimulate discussion and debate outside of scheduled teaching time. Use of the video conferencing will enable students to collaborate with businesses, live link with international guest speakers or interact with other business students across the globe.

The Programme Leader will encourage and support staff in their digital literacy development to enable the University to differentiate itself on the use of technology in its academic offer. All module leaders will be trained on Learning Space, and will utilise it to communicate with students and provide resources such as lecture notes, reading lists and online assessment hand in. All members of the programme team will be encouraged to undertake further staff training and development in the use of the new digital learning environment to maximise the use of digital technologies.

7. Modes of Assessment

Business Plan

Business plans produced, both traditional in report form and visual using the Business Model Canvas template. Formative feedback will be provided when Business Plans are in draft stages.

Dissertation

Written dissertation examining chosen area of Business theory. A minimum of four one to one supervisory meetings per student will be provided for formative feedback.

Essay

Essays will critically examine theory in relation to practice. Formative feedback will be provided for each essay.

Individual/Group Presentation

Presentations given in class and uploaded online will enable students to work together in groups and practice their presenting skills. Formative feedback will be provided through practice presentation sessions.

Individual/Group Report

Students will work individually and in groups following an employer brief or mock case study to deliver a piece of consultancy work in report format. Formative feedback will be provided when reports are in draft stages.

Key terms worksheet

Key terms worksheet to ensure key terms can be defined.

Literature Review

Students will produce a literature review related to their dissertation topic and receive feedback through a summative assessment.

Pitch

Students will work individually and in groups to construct a business pitch to deliver to a panel of local business people. Formative feedback will be provided through practice pitch sessions.

Referencing Exercise

Referencing worksheet and checklist to ensure accurate referencing system (Harvard) is used.

Reflective Portfolio

Reflective portfolios will enable students to reflect upon and evaluate their learning in relation to specific practical activities such as undertaking consultancy work with employers or a placement.
Formative feedback will be provided when portfolios are in draft stages.

Research Poster

Students will present in class on their research ideas for the honours project.
Formative feedback will be provided through a practice poster presentation session.

Research Proposal

Written research proposal.

Where assessment is completed in groups, careful consideration is given to the extent of group work in a programme and the attribution of group versus individual marks.

8. Exemptions to University Regulations

N/A

9. Work-Based Learning / Placement Learning

Level	Module	Description
5	Enterprise Development	Group consultancy project to deliver on a brief designed by a business client. Students will be able to add the consultancy work they have undertaken to their C.V. and will forge links with that employer during the process. The client may act as a referee for the student when applying for jobs.
6	Enterprise Reality	Students will have the option to undertake a semester long placement with an employer. Placement providers will be sourced by the academic team and students provided with a list to apply ensuring it is a competitive process. Once a placement provider has been assigned, a member of staff will be assigned as the liaison point. Students can undertake the placement at any time in Semester A scheduled around taught sessions. The placement work can be added to student's C.Vs and the placement provider may act as a referee for the student when applying for jobs. Placement providers will be encouraged to think about longer term positions that they could offer to students upon graduation.

10.   Programme Structure

	Module Code	Module Title	Credits	Assessment			Semester^	C/O*	Non- condonable#
				%age Course work	%age Exam	%age Practical			
Level 3	BSNF01	Foundations in Enterprise	20	50	0	50	A	C	
	BSNF02	Foundations in Marketing	20	50	0	50	A	C	
	BSNF03	Academic Skills	20	100	0	0	A	C	
	BSNF04	Foundations in Accounting and Finance	20	100	0	0	B	C	
	BSNF05	Foundations in People Management	20	70	0	30	B	C	
	BSNF06	Foundation Year Project	20	100	0	0	B	C	
Level 4	BSNC01	Introduction to Enterprise	20	50	0	50	A	C	
	BSNC02	Academic Personal and Professional Development	20	100	0	0	A	C	
	BSNC03	Introduction to Marketing	20	60	0	40	A	C	
	BSNC04	Introduction to Accounting and Finance	20	100	0	0	B	C	
	BSNC05	Introduction to People Management	20	100	0	0	B	C	
	BSNC06	Enterprise Creation	20	70	0	30	B	C	

Level 5	BSND01	Intrapreneurship and Innovation	20	100	0	0	A	C	
	BSND02	Marketing for Enterprise	20	50	0	50	A	C	
	BSND03	Accounting and Finance for Enterprise	20	100	0	0	A	C	
	BSND04	People Management for Enterprise	20	50	0	50	B	C	
	BSND05	Enterprise Development	20	100	0	0	B	C	
	BSND06	Research Methods	20	40	0	60	B	C	
Level 6	BSNH01	Business Leadership	20	50	0	50	A	C	
	BSNH02	Business Reality	20	70	0	30	A	C	
	BSNH03	Contemporary Business Issues	20	50	0	50	B	C	
	BSNH04	Reflective Business Portfolio	20	100	0	0	B	C	
	BSNH05	Honours Project	40	100	0	0	X	C	

Key:

^   For modules delivered by semester:

- A, B = Semester A or B
- X = modules delivered across Semesters A and B

*   C = compulsory; O = optional

A √ indicates that the module is non-condonable on this programme.

11.   Accrediting Professional Body / Professional Regulatory and Statutory Body (PSRB)

N/A

12.   Professional Advisory Group

A Professional Advisory Group has been formulated for Marjon Business School comprising of representatives from:

Devon and Cornwall Business Council

Local Business Owners

Plymouth and Devon Chamber

Federation of Small Businesses

Plymouth City Council

Heart of the South West Local Enterprise Partnership

Cornwall and Isles of Scilly Local Enterprise Partnership

Social Enterprise Mark

Plymouth Women in Business Network

Plymouth Marjon University Student Union

The criteria for membership of the PAG are that the chosen individual must either; own a business, be responsible for designing and/or delivering business support services or represent Marjon's student voice. The PAG will meet on a quarterly basis and will be responsible for:
Feeding back on the design and delivery of the teaching and learning activities they become involved in (such as consultancy projects or guest speaking)
Providing advice on the relevance of the programme's content for the current job market, regional economic needs and graduate needs.
Required to give at least one guest talk to students during their time on the PAG.

13. Academic Progression Opportunities

Successful completion of the Foundation Year means that students can progress onto the remainder of the BSc (Hons) Business Programme.
Upon graduation, graduates could progress onto a broad range of postgraduate programmes in Business, including MBA Business Administration, MSc in Business Management, Coaching and Mentoring PGCert and teacher training (PGCE).

14. Employability and Career Progression Opportunities

The programme aligns with Plymouth Marjon University's Strategic Plan 2014-2024 and Marjon's 'The Edge' – the Enterprise and Employability hub which aim for higher levels of employable and enterprising graduates.

The programme affords career progression opportunities through the subject specific knowledge

and skills gained through taught content but also the variety of practical learning opportunities that are in conjunction with employers. Consultancy projects, fieldtrips, placements and networking events integrate employer partnerships into the programme and enable students to build up experience for their C.V.

Employment types anticipated from this degree are in; marketing, finance, HR, small business ownership, consultancy and management.

15.   Support for Students and for Student Learning

Each student will be paired with a Personal Development Tutor who will act as a consistent point of contact throughout the academic year. Regular contact between personal tutors and academic staff will enable tailored support strategies for individual students. A students as partners approach also informs the design and delivery of teaching activities ensuring clear lines of communication between staff and students and a supportive inclusive learning environment.

A facilitative pedagogical approach will encourage a supportive inclusive learning environment. Extracurricular business and enterprise activities provided by The Edge, Marjon's Enterprise and Employability Hub, will support student learning and development outside of the curriculum. Curriculum activities will also be supported by online resources enabling students to access materials prior to taught sessions but also access remotely if necessary.

16.   Student Feedback Mechanisms

Mid-Module evaluation forms will be available on Learning Space for students to complete alongside end of Module Evaluation Forms enabling students to directly feedback their experiences and also suggestions for future improvements.

Programme committee meetings, with student representatives, will enable students to input annually to the discussion of teaching and learning activities and a programme leader open door policy will encourage continued feedback throughout the academic year.

Student Satisfaction rates will be obtained using nationally recognised metrics such as the NSS.

17.   Other Stakeholder Feedback (ie graduates and employers)

Employer partnerships will be embedded in the programme and the programme team will regularly seek feedback from industry in relation to students' development of entrepreneurial behaviours and competencies. Employers can feedback on student work through the consultancy project reports and placement provision reports and make recommendations for design and delivery of teaching and learning activities.

An alumni database housed within The Edge, the Enterprise and Employability hub, will enable links to be made between alumni and students whereby graduates can mentor current students on the programme particularly in relation to business start-up.

18.   Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.

19. Learning Outcomes Mapping Matrix template

Module Code	Knowledge and Understanding				Intellectual Skills				Practical Skills				Transferable/Key Skills			
	1	2	3	4	1	2	3		1	2	3		1	2	3	4
BSNF01																
BSNF02																
BSNF03																
BSNF04																
BSNF05																
BSNF06																
BSNC01				x						x			x	x		
BSNC02							x			x						x
BSNC03			x				x						x	x		
BSNC04	x						x				x		x	x		
BSNC05		x					x						x	x		
BSNC06		x		x					x	x	x		x			
BSND01	x	x	x	x	x	x	x			x	x		x	x	x	
BSND02			x	x	x	x	x			x	x		x	x	x	

BSc (Hons) Business with Foundation Year (v1)

BSND03	x			x	x	x	x			x	x		x	x	x	
BSND04		x		x	x	x	x			x			x	x		
BSND05	x	x	x	x	x	x	x			x	x		x	x	x	
BSND06					x	x	x				x		x		x	
BSNH01		x		x	x					x			x	x	x	x
BSNH02	x	x	x	x	x	x	x		x	x	x		x	x	x	x
BSNH03	x	x	x	x	x	x	x			x			x	x	x	
BSNH04	x	x	x	x	x	x	x				x		x		x	x
BSNH05	x	x	x	x	x	x	x				x		x		x	x

BSc (Hons) Business with Foundation Year (v1)