

# Programme Specification

## 1. Overview/ factual information

<b>Programme/award title(s)</b>	Foundation Degree (FD) Business and Management
<b>Teaching Institution</b>	Derby College Group (DCG)
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	May 2019
<b>Date of latest OU (re)validation</b>	
<b>Next revalidation</b>	
<b>Credit points for the award</b>	240 credits
<b>UCAS Code</b>	N200
<b>JACS Code</b>	
<b>Programme start date</b>	September 2020
<b>Underpinning QAA subject benchmark(s)</b>	Business and Management (February 2015)
<b>Other external and internal reference points used to inform programme outcomes</b>	
<b>Professional/statutory recognition</b>	None
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face)</b>	Full time, Part time, face-to-face
<b>Duration of the programme for each mode of study</b>	2 years FT 4 years PT
<b>Dual accreditation (if applicable)</b>	NA
<b>Date of production/revision of this specification</b>	Spring 2020

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

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

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

## 2.1 Educational aims and objectives

### **Holistic student development.**

This programme aims to give students a balanced and holistic grounding in the different facets of Business and Management in a supportive and collaborative environment using a wide range of stakeholders. This qualification will aim to develop students' knowledge, practical and theoretical skills while fostering a creative and authentic approach to scholarship and research which enhances the employability attributes needed for engagement with the commercial sector.

As well as prescribed overarching themes and concepts, students will be encouraged to reflect on their activities and their own academic and skills-based performance, developing skills of good academic practitioners throughout the course. This will generate and develop graduates that engage in critical reflection, critical thinking, evaluation and related academic abilities which complement and enhance the skills and attributes that are fundamental for student success in a variety of contexts within the business and management sector. Students will also develop analytical skills throughout the course, taking both a qualitative and quantitative approach to projects, assessments, research and scholarship.

Students will learn about business and management operations and function as well as the overarching principles, norms and protocols in a variety of settings from large companies to sole traders and Small and Medium Sized Enterprises (SMEs). The local D2N2 area (Derbyshire and Nottinghamshire) is a hive of business activity, with large employers (such as Rolls-Royce, JCB and Toyota), small and medium enterprises and sole traders all combining to create a rich business landscape that is constantly growing and evolving.

### **Employer engagement and industry relevance.**

The programme will take advantage of DCG's strong links with local businesses of all different sizes, where students will be expected to engage with employer led (live) projects and consultancy through negotiated work experience and work-related activities. Employers will be supported by the academic staff to co-design and co-deliver the curriculum to ensure that is relevant, authentic and meets local needs in terms of knowledge, skills and attributes expected by the sector and meets academic requirements.

Industry engagement will play a significant part in assessment design and context with specialist delivery from a range of employers. This will be generated and managed through monthly employer forums, where employers, teachers and students collaborate to review the learning outcomes of the programme and the current and future needs of employers. Employers have been encouraged to feed into the development of this qualification in order to keep it realistic and current. Students on this programme will be expected to independently take advantage of this industry-based infrastructure that is designed to give students realistic and meaningful experience of industry. Any changes to the programme and/or learning outcomes will be flagged for minor modifications with The Open University.

Students will develop skills in business and management, promoting positive behaviours and developing qualities that will enable them to work well within team

settings. Students will be encouraged to collaborate with their peers and teachers at every opportunity in order to develop collaborative, managerial, leadership and supervisory skills and traits.

Whilst the programme accommodates the topics and themes outlined within the programme specification, there is a strong emphasis on collaboration with local and national industry. Students will be challenged to reflect on the ethical and governance issues that arise both within the taught elements of the programme and the skills and attributes needed within their interactions with employers and commercial organisations.

### **Overalls Aims of the programme.**

The purpose of this programme is to increase the understanding of organisations, their management, the economy and the business environment, ensure that students are fully prepared for a career or further study at level 6 or post graduate study in business and management, and gain a range of skills and attributes that enable students to become effective global citizens. The overall aims of this programme have been written with due respect given to the Subject Benchmark Statement for 'Business and Management' as articulated by the QAA (QAA, 2019)<sup>1</sup>.

The Programme Learning Outcomes are as follows and are classified as one of the following: A (Knowledge and Understanding) B (Cognitive Skills) C (Practical and Professional Skills) D (Key Transferable Skills)

#### Level 4 Stage Outcomes:

- Have detailed understanding of organisations, organisational culture and the commercial, management and business environment (A)
- Have a detailed understanding of a variety of processes, procedures and practices for effective management of organisations, along with a detailed understanding of the interrelationships between business and management functions (A)
- Broad understanding of global, national and local business and its influence on the business environment (A)
- Be able to analyse and evaluate internal and external influences of business and management and understand their importance and impact (B)
- Critical understanding of planning and decision-making tools within the business and management context. (B)
- Demonstrates skills and competencies that are appropriate to the business and management environment (C)
- Can demonstrate awareness of ethical issues in a business and management context (C)
- Demonstrate key skills synonymous with good academic practice (D)

#### Level 5 Stage Outcomes:

- Detailed understanding of the interrelationships among and the integration between business and management functions (A)
- Demonstrate implementation skills of project management with good knowledge of project lifecycles and business improvement (A)
- Demonstrate a range of cognitive and intellectual skills together with competencies specific to business and management (B)

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<sup>1</sup> [https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-business-and-management.pdf?sfvrsn=db39c881\\_5](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-business-and-management.pdf?sfvrsn=db39c881_5)

- Apply relevant theoretical principles in order to analyse the range of internal and external influential factors that shapes and drives business and management (C)
- The ability to synthesis information with regards to complex business and management contexts. (C)
- Demonstrate key work ready skills for the business and management environment (D)
- Demonstrate skills of reflective and independent researchers (D)

Overall, the programme aims to produce graduates with a foundation degree who are professional managers capable of managing complexity and delivering impact at a strategic or operational level with management and leadership responsibility for setting and delivering organisational objectives through a wide range of functions. They will be professional individuals who aspire to develop fully all aspects of their management and leadership skills, knowledge, self-awareness and behaviours. These include strategic decision making, setting direction and achieving results, building and leading teams, clear communication, developing skills and motivating others, fostering inclusive and ethical cultures, leading change, project management, financial management, innovation, risk management and developing stakeholder relationships.

### **Teaching and learning.**

Learning and teaching across the programme will be closely linked and informed through employer engagement with the expectation that they will co-design and co-deliver teaching, learning and assessment where appropriate. This would be further extended to include problem-based learning and work-based research. Learning and teaching will also take account of the various categories of learning outcome (knowledge and understanding, cognitive skills, practical and professional, and transferable skills) which should be used as a lens to see, and impact learning and teaching throughout the programme.

DCG utilise pillars of responsibility to scaffold and develop learning. Principally, these are:

- **Subject knowledge and Skills.** Underpinned by the subject area that is being studied, subject knowledge and skills is the prime area that teaching is focussed and how learning is scaffolded for students. As the course progresses, knowledge and skills broaden and deepen. Teachers remain current in their own knowledge and skills in order to provide scaffolded learning opportunities and growth in student ideation.
- **Academic Skills.** Core to the application of subject knowledge, academic skills are developed through DCGs in house team of Academic Study Support Coaches. They run a parallel series of workshops, tutorials and one to one sessions with students to develop their own academic abilities, no matter the subject. All students are evaluated at the beginning of the academic year which informs both the individual of their own skills, but also the tutors and coaches so that they can develop targeted and meaningful sessions to best support the students. Having a core grounding in academic skills allows students to effectively tackle increasingly complex concepts within the knowledge and skills.
- **Autonomy and Accountability.** By supporting and encouraging students to take accountability of their own learning, and skills of autonomy, this encourages space to be given for the continued development of knowledge and application, which can be supported and scaffolded by teachers if required, but ultimately allows space for development. Teachers are not afraid to try new or

novel methods in their teaching, making the most of both academic and vocational practices.

- **Professionalism and Scholarly Activity.** Students at DCG are encouraged to broaden their own horizons through engagement with the wider industry of both academic practice and industrial settings. This builds on autonomy and accountability, encouraging students to seek out professional opportunities for engagement through wider research projects, attending conferences, or taking advantage of networking opportunities. Teachers model professionalism within their practice in order to inspire students and other colleagues wherever possible.

Lectures, tutorials, seminars and workshops will be used as mechanisms in the delivery of the programme with both face to face and virtual support through the Virtual Learning Environment (VLE) that hosts a variety of resources and promotes engagement outside of the classroom environment. Students will be supported by a parallel programme provided by the Academic Study Support Coaches. When required, teachers will 'lean in' to help support and structure learning where it is required. However, they take every opportunity to 'lean out' and provide space for the students to grow in their own skills and capabilities.

Students will be taught, guided and supported through the programme with regular timetabled teaching sessions with academic study support from designated coaches to enhance the student experience and equip them for the next stage of their studies or employment.

### **Assessment**

An agreed assessment strategy for Open University courses has been adopted at DCG in order to standardise across programmes in different curriculum areas.

Assessment elements based on the following assessment volumes:

- 20 credits = approximately 4000 word (40 credits therefore approximately 8000 words)
- 15-minute presentation = notional 1000 words

General marking and assessment criteria has been developed and is set out in Annexe 4 of this document.

### **Career development.**

The programme is designed to produce professional managers in the private, public or third sector and all sizes of organisation. Specific job roles may include: manager, middle manager, head of department, operations manager, business analyst, project manager, consultant, account manager, marketing and communications, event management, product manager, marketing generalist, business development manager, staffing consultant,

### **Further study**

Graduate with a Foundation Degree in Business and Management can consider the following local and national opportunities in order to progress to a level 6 top up programme.

*[All entry requirements are correct taken from HEI webpages on 23/03/2020.]*

HEI	Distance from DCG	Course	Entry Requirements
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University of Derby	2.7 miles	Business Management (Top Up) BA (Hons) International Business (Top Up) BA (Hons) International Business and Finance (Top Up) BA (Hons)	HND or Foundation Degree in relevant subject
Sheffield Hallam University	48 miles	Business Management (1 Year Top Up) BA (Hons) Business and Enterprise Management (1 Year Top Up BA Hons)  Business and Human Resource Management (1 Year Top Up BA Hons)  Business and Marketing (1 Year Top Up BA Hons)	Foundation degree, HND or equivalent qualification in business and/or management, with an overall merit profile from year two modules There may be some flexibility in entry requirements provided you have other relevant learning or experience.  A foundation degree, HND or equivalent qualification in business, with an overall merit profile from year two modules. Your qualification should include relevant HRM-related content in year one and year two  A foundation degree, HND or equivalent qualification in business, with an overall merit profile from year two modules. Your qualification should include relevant marketing-related content in year one and year two
Coventry University	50 miles	Accounting and Finance for International Business (Top Up BA Hons)	Merit profile Foundation Degree
Arden University	Online/distance	BA (Hons) Business (Top Up)	HND in Business (or equivalent)

## 2.2 Relationship to other programmes and awards

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

## 2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place

Work related learning has been designed throughout the whole programme and is embedded and implied across all modules of the programme. Each module has a clear transferable focus, along with key learning outcomes that relate to employability or transferable skills.

Specifically identified work related modules are:

### Work related modules;

1. Self and Professional Development (40 credits, Level 4)
2. Project Management: Contemporary Issues (40 credits, Level 5)

Both of these modules have been designed with learning outcomes that can be linked explicitly to the employability knowledge, skills and attributes needed within the workplace.

**The Self and Professional Development:** This module will require the student to reflect on their own and professional developments needs and linked these to employment skills and behaviours as well as skills for higher learning. The assessment underpins professional evaluation through self-analysis and the design of a continuous professional development plan that addresses short, medium- and long-term career goals, with the identification of any skills, behaviours and accreditation required to support this. Students will be required to create their own, live, professional profile and carve out their place in the future workforce as part of the assessment strategy, along with building real and meaningful networks.

**Project Management: Contemporary Issues:** This module allows students to be challenged both in their knowledge and application of project management skills, but also for their ability to grasp at new and novel concepts that are emerging as part of a fast-paced subject setting. The module will revolve around the application of project management skills to design, create and carry out a small project that will be highly applicable to the current business environment. Links with businesses and employers for the modelling of the issues and the initiation of the research, along with collaboration for the time period of the project will develop key skills required in for work ready graduates. This module uses industry and sector links with employers to collaborate in the provision of authentic and real scenarios, sector requirements and norms and problem-based assessment to provide an authentic experience for the student. The student will act in a supportive consultancy role through the assessment piece that engages with employers and live briefs. This allows the student first-hand experience in gaining meaningful engagement with employers and industry contexts in order to produce an authentic assessment that will have real value to the employer and provide genuine experience to the student.

## 2.4 List of all exit awards

Those that successfully complete the first year of full-time study can gain a Certificate in Higher Education (Cert HE) equivalent of 120 credits at FHEQ level 4.

Those that successful complete two years full time study can gain a FdA Business and Management, equivalent to 240 credits at FHEQ level 5.

## 3. Programme structure and learning outcomes

Programme Structure level 4					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable	Semester runs in
Introduction to Business	20	None		Yes	Sem 1

Introduction to Strategy	20	None		Yes	Sem 2
Organisations and Cultures 1	20	None		Yes	Sem 1
Organisations and Cultures 2	20	None		Yes	Sem 2
Self and Professional Development	40	None		No	Sem 1 and 2

**Intended learning outcomes at Level 4 are listed below:**

Learning outcomes Level 4	
3A. Knowledge and Understanding	
Learning Outcomes	Learning and Teaching Strategy/ Assessment methods
<p>1. Have detailed understanding of organisations, organisational culture and the commercial, management and business environment</p> <p>2. Have a detailed understanding of a variety of processes, procedures and practices for effective management of organisations, along with a detailed understanding of the interrelationships between business and management functions</p> <p>Broad understanding of global, national and local business and its influence on the business environment</p>	<p>Teaching and learning scaffolds from level 3 to 4 in the early part of year as students transition into the Foundation Degree, quickly development strengthening activities that embed skills and promote qualities of a level 4 student. Teachers utilise their applied skills in business to blend theoretical models with practical understanding to embed knowledge. Teachers use a variety of methods including lectures, workshops, seminars, discussion forums and tutorials to approach teaching and learning. Assessments are designed to be topical, relevant, and applicable to live case study scenarios, with interaction with employers encouraged wherever is possible. Blended learning and independent study should be adopted where applicable.</p> <p>Assessments through reports, case study analysis, reflective analysis, online assessment.</p>
3B Cognitive Skills	
Learning Outcomes	Learning and Teaching Strategy/ Assessment methods



<ol style="list-style-type: none"> <li>1. Be able to analyse and evaluate internal and external influences of business and management and understand their importance and impact</li> <li>2. Critical understanding of planning and decision-making tools within the business and management context.</li> </ol>	<p>Lectures, workshops, seminars and tutorials will embed knowledge and understanding. Assessments are designed to be topical, relevant, and applicable to live case study scenarios with interaction with employers encouraged wherever is possible. Blended learning and independent study should be adopted where applicable.</p> <p>Assessments are focussed on the use of evaluation and analysis skills, where students are supported to utilise evidenced based information to make made decisions that are highly applicable to the sector.</p>
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<b>3C. Practical and Professional Skills</b>	
Learning Outcomes	Learning and Teaching Strategy/ Assessment methods
<ol style="list-style-type: none"> <li>1. Demonstrates skills and competencies that are appropriate to the business and management environment</li> <li>2. Can demonstrate awareness of ethical issues in a business and management context</li> </ol>	<p>Teachers model autonomy and accountability, not being afraid to try new and novel techniques that support students learning and inspire further engagement with both academic and vocational practices in the blend between practical and professional skills. A range of methodologies are utilised, with engagement in external stakeholders through small to medium sized businesses to provide live examples and scenarios that students can apply their skills to. Assessments are based on 'real-life' scenarios that model reality and allow students to apply their skills</p>

<b>3D Key/transferable skills</b>	
Learning Outcomes	Learning and Teaching Strategy/ Assessment methods
<ol style="list-style-type: none"> <li>1. Demonstrate key skills synonymous with good academic practice</li> </ol>	<p>Transferable and academic skills will be developed through workshops, tutorials, research, assessment and work-based learning. Blended learning and independent study should be adopted where applicable. Additional coaching is provided via the HE Academic Study Support Coaches who skills scan at the start of each year to assist students with their own reflection regarding academic abilities.</p> <p>The following transferable skills are embedded in the sessions;</p> <ul style="list-style-type: none"> <li>• Inter and intrapersonal communication skills</li> <li>• Teamwork</li> <li>• Leadership</li> <li>• Problem solving</li> <li>• Critical thinking</li> <li>• Time management</li> <li>• Initiative</li> </ul>

	<ul style="list-style-type: none"> <li>• Independent learning,</li> <li>• Innovation</li> <li>• Numeracy</li> <li>• IT skills</li> <li>• Flexability</li> </ul>
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Programme Structure level 5	Credit points	Optional modules	Credit points	Is module compensatable	Semester runs in
Principles of Marketing	20	None		Yes	Sem 1
Business Psychology	20	None		Yes	Sem 2
Finance for Managers	20	None		Yes	Sem 1
Innovation and Changes Management	20	None		Yes	Sem 2
Project Management: Contemporary Issues	40	None		No	Sem 1 and 2

**Intended learning outcomes at Level 5 are listed below:**

Learning outcomes Level 5	
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<b>3A. Knowledge and Understanding</b>	
<b>Learning Outcomes</b>	<b>Learning and Teaching Strategy/ Assessment methods</b>
<ol style="list-style-type: none"> <li>Detailed understanding of the interrelationships among and the integration between business and management functions</li> <li>Demonstrate implementation skills of project management with good knowledge of project lifecycles and business improvement</li> </ol>	<p>Teaching and learning scaffolds from level 4 to 5 with subject knowledge and understanding. Teachers utilise their applied skills in business to blend theoretical models with practical understanding to embed knowledge. Teachers use a variety of methods including lectures, workshops, seminars, discussion forums and tutorials to approach teaching and learning. Although scaffolded in the early stages, and space for growth and student ideation at later stages of the year, in preparation for future learning at level 6 that students may progress on to. Assessments are designed to be topical, relevant, and applicable to live case study scenarios, with interaction with employers encouraged wherever is possible. Blended learning and independent study should be adopted where applicable.</p> <p>Assessments through reports, case study analysis, reflective analysis, online assessment.</p>

<b>3B Cognitive Skills</b>	
<b>Learning Outcomes</b>	<b>Learning and Teaching Strategy/ Assessment methods</b>
<ol style="list-style-type: none"> <li>Demonstrate a range of cognitive and intellectual skills together with competencies specific to business and management.</li> </ol>	<p>Teachers challenge students to evaluate, analyse and critique a range of information that includes theoretical frameworks, knowledge gained from level 4 and evidence from textbooks, peer reviewed journal articles and media outlets. Teachers model their behaviours in providing challenging case studies and setting aspirational expectations for their students.</p>

<b>3C Practical and professional skills</b>	
<b>Learning Outcomes</b>	<b>Learning and Teaching Strategy/ Assessment methods</b>
<ol style="list-style-type: none"> <li>Apply relevant theoretical principles in order to analyse the range of internal and external influential factors that shapes and drives business and management</li> <li>The ability to synthesis information with regards to complex business and management contexts.</li> </ol>	<p>Teachers model autonomy and accountability, not being afraid to try new and novel techniques that support students learning and inspire further engagement with both academic and vocational practices in the blend between practical and professional skills. A range of methodologies are utilised, with engagement in external stakeholders through small to medium sized businesses to provide live examples and scenarios that students can apply their skills to. Assessments are based on 'real-life' scenarios that model reality and allow students to apply their learning.</p>

3D Key/transferable skills	
Learning Outcomes	Learning and Teaching Strategy/ Assessment methods
<ol style="list-style-type: none"> <li>1. The ability to synthesis information with regards to complex business and management contexts.</li> <li>2. Demonstrate skills of reflective and independent researchers</li> </ol>	<p>Building on the solid academic skills gained at level 4, teachers during level 5 scaffold students to improve their academic independence and strengthen their reflective and researching abilities. Students are encouraged to investigate scholarship opportunities through collaboration with other colleagues and the wider network within the business community. Skills in critical thinking are deepened through encouragement of improved analytical and evaluative approaches. Students are regularly asked to reflect through their assessments, and demonstrate professional traits. Assessment is through engagement with a variety of submissions that encourage reflective accounts both personally and professionally.</p>

#### 4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
- **where in the structure above a professional/placement year fits in and how it may affect progression**
- **any restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route**

The programme has been devised and designed around meeting industry needs utilising subject benchmarks and employer feedback and meeting prospective student needs in providing a programme that will facilitate a well-rounded learning experience, addressing the wide range of business and management topics that will allow them progress either into industry, or to a level 6 business and or management related top up degree.

Teaching, learning and assessment strategies that are adopted at DCG and embedded within this programme are devised to ensure a realistic and current assessment approach to the programme. In addition to the influences and input from employers, the programme will integrate strands of ethics, employability, globalisation along with self-development and reflection order to develop ethical graduates who are self-aware, reflective and understand the skill, attributes and knowledge to contribute fully within employment or higher levels of study as well as their own communities and the wider economy through social mobility.

Links to, and collaboration with, employers and other stakeholders to ensure and maintain authenticity of delivery and assessment through the co-creation and delivery of key aspect of the programme. Where possible assessments will be devised and set within a real organisational context giving students an insight into a relevant work environment, the opportunity to contextualise theory into practice and develop consultancy and other employability skills and attributes.

## 5. Support for students and their learning

DCG students enjoy a significant network of support to help ensure that they are successful on their programme of study. HE students will have access to this extensive network, as well as support that is tailored to them as HE students. The network at DCG includes:

- Library facilities
- HE Academic Study Support Coaches
- Careers guidance
- Student services

### **Personal tutor**

All students are assigned a personal tutor. Their tutor will be a subject specialist in that student's chosen discipline. Students will have a regular timetabled tutorial with their tutor, which will be time given over to addressing the students' wider employability and life skills, as well as one-to-one time where students will have the opportunity to talk through any pastoral or academic issues that they may be experiencing and potentially referred onto other services within the college.

### **HE Academic Study Support Coaches**

As well as a personal tutor, students will have access to dedicated HE Academic Study Support Coaches. Academic Study Support Coaches provide academic help and guidance through coaching sessions with HE students. They will focus on their core academic skills such as reflective practice, critical thinking, evaluation, academic writing, referencing, communication skills and scholarship. If appropriate they will also offer pastoral support or make referrals if and where required. Students can contact them via various means (email, telephone, VLE) and can speak to them or to arrange a face-to-face appointment that are provided both onsite at DCG and flexibly at offsite locations such as at pre-arranged coffee shops. Students can make use of DCG "Coffee-On-Us-Tutorials" which provides a coffee for the students whilst they meet for a tutorial in a relaxed setting.

### **Student induction**

As part of HE induction, students undertake an academic skills and attributes audit led by the HE Academic Study Support Coaches to capture the cohorts study habits and capabilities in order to analyse needs and inform interventions. The coaches then share this information with subject teachers, which aids their planning for differentiation and support mechanisms within the subject specific lectures, lessons, workshops and seminars. Students are re-audited at the end of the year to measure capabilities and inform on impact.

This model of support has been shown to have been very successful in existing areas of HE provision and was commended as part of institutional and programme validation events for a range of our university level provision.

### **Student services**

There are 9.4 FTE library staff working across all sites who can provide support to level 4, 5, 6 and 7 students. Library staff support students in a range of ways, including a wide range of induction sessions (college IT systems, library services, Library VLE site, library orientation, overview of the DCG Library App, workshops to access specific equipment as requested by the students). The library staff provide

basic advice and guidance on good academic practice and will signpost the use of Turnitin and how to best avoid plagiarism. Library staff will signpost students to the HE Academic Coaches for more detailed assistance with academic study skills support. IT equipment includes the use of desktop PC's, laptops (which can be easily booked by students), iPads and support for Bring Your Own Device (BYOD).

HE students have access to designated study space, coffee shops and onsite facilities to assist whilst attending college.

Finally, students are supported through positive reinforcement of academic and scholarly achievement through various award that they can be nominated for throughout the academic year.

### **Library services**

The Library provision at DCG is a developing provision that is evolving with the increasing Higher Education provision. The Library provides study spaces, laptops, print and online material for students to access at all levels of study. There is a total of 300 individual study spaces across the four college sites. On an annual basis, reading lists are reviewed and core and essential texts are bought, either in print or eBook format. Where possible, e-book is favoured to provide 24-hour access for students.

The libraries operate a counter opening service from 08:30 – 16:30 Monday – Friday, with a click and collect service available for students attending in the evening to be able to collect any pre-ordered textbooks. Email, telephone and face to face support is provided throughout the day. The Library team are proactive in ensuring that they remain up to date with the latest developments in both library resource provision and with HE students. They are represented through a number of internal (Academic Quality and Standards Committee, PCMs) and external networks (Partner HEI events, validation events, East Midlands Information and Skills Group, HE in FE Mailing list through JISC).

## **6. Criteria for admission**

65 UCAS Points with appropriate GCSE Maths and English Grade C/Grade 4 (or above) or equivalent qualification, Level 3 BTEC – MMM considered, Access to HE Diploma - 60 credits: 45 at level 3 with a minimum of Distinction: 15 Merit: 24 Pass: 6.

Overseas applicants will have to meet visa requirements, they will need to have completed their secondary school education and have a UKVI IELTS (UK Visas and Immigration International English Language Testing System) with a minimum score of 5.0 overall with no less than 5.5 in all areas (speaking, listening, reading, writing). In order to meet new visa requirements, the IELTS must be the UKVI IELTS taken at a UKVI-approved test centre.

All applicants will be required to attend an interview either in person or virtually. If required, applicants will be asked to produce a written piece of work to ensure that they have sufficient capacity to write in an academic style

## **7. Language of study**

The programme will be delivered in English.

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

N/A

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

There are numerous processes in place to monitor and improve standards of HE teaching, learning and assessment.

### **Expectations of teaching staff**

- i. Expectation for qualification – Level 6 Subject specialism plus Level 7 and CertEd/PGCE
- ii. CPD requirements on an annual basis
- iii. HEA fellowship (or working towards)
- iv. Engagement into the Teaching and Learning Enhancement Programme as provided by DCG

### **Teaching and Learning Enhancement Programme**

There is an expectation that all HE teaching staff will engage with the Higher Education Teaching & Learning Enhancement Programme (HETLEP).

### **Observation of teaching**

Lecturers in HE at DCG are subject to the lesson observation process in each academic year. This is a two-day notice observation by a manager and HE specialist. Feedback is then given within 5 working days to the lecturer, with options to assign the lecturer to coaching via HE specialist coaches and re-observed if this is deemed necessary. The college observation policy is under constant review and may change before the commencement of this course. There will be a bespoke HE observation processes to support staff to develop their TLA practice via HE teaching coaches.

### **Assessment**

Where possible, work will be blind marked, although the nature of the course will mean that this is not always possible for practical work. Turnitin is currently adopted at DCG as a method of plagiarism detection, which can be used to assist in decision making regarding assessment outcome.

A DCG appointed, and OU-approved external examiner will work with the College to validate assessments and marking and will adhere to the required policies that govern assessment, feedback and moderation.

There are robust processes for improving the quality of TLA. All students will be asked to contribute to surveys and focus groups throughout the academic year that cover their learning and general experience.

Standard expectations for general assessment and marking criteria for Open University programmes is detailed within Annexe 4 of this document.

### **Student Feedback**

Each year group will elect a student representative, who will be full members of Programme Committee Meetings. These meetings which will be held a minimum of twice yearly will contribute to annual monitoring procedures and are reported on as part of the Quality Programme Report and the Quality Improvement Plan process.

### **National Student Survey (NSS)**

Final year undergraduates are encouraged to engage with the NSS. Special briefings for staff and open sessions for students to complete the survey are undertaken with NSS marketing materials being utilised throughout the college.

### **On Programme Student Survey (HE)**

HE on-programme surveys are undertaken at least once a year by all HE students other than those undertaking the NSS. These surveys mirror NSS questions and are used to inform and enhance TLA and the student experience and contribute to TEF submissions and.

### **HE Listening Sessions**

In addition to the above, Listening Sessions with all HE groups are undertaken throughout the year where feedback can be used to contextualise the various surveys undertaken by HE students. These are organised on an ad-hoc basis following periods of surveying of feedback

### **Programme Committee Meetings (PCMs)**

All HE curriculum areas are required to organise and communicate at least two PCM's per academic year which run in collaboration with the student body with a standard agenda including discussions around TLA, general experience and complaints. Any actions from the PCMs are noted and acted on. Feedback is given either via the following PCM, Listening Sessions, specially convened meetings and via the VLE.

### **Annual Monitoring Reports (AMR)**

AMRs are required to identify any TLA issues including complaints and areas of good practice. These are shared, discussed and signed off by the Higher Education Academic & Quality Standards Committee (HEQSC) before final sign off by HE Academic Board.

### **External validation**

The programme will be subject to external scrutiny from suitably qualified external examiners and will adhere to the requirements for external moderation.

### **Teaching Excellent Framework (TEF)**

Derby College obtained a silver in the TEF in June 2018. Resources, a commitment to social mobility, student support and scholarly activity carried out by staff and students were all highlighted as being evident.

### **QAA**

The last Higher Education (QAA) review in 2015 was successful, with the College receiving several commendations. The QAA review team formed the following judgements about the higher education provision at Derby College.

- The maintenance of the academic standards of awards offered on behalf of degree-awarding bodies and other awarding organisation meets UK expectations.
- The quality of student learning opportunities is *commended*.



- The quality of the information about learning opportunities meets UK expectations.
- The enhancement of student learning opportunities is *commended*.

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

N/A

Annexe 1: Curriculum Map

Annexe 2: Assessment Map

Annexe 3: Full time and Part Time delivery schedules

Annexe 4: Generic Assessment Criteria and Marking

Annex 5: Staff Team and module allocations

Annexe 6: Notes on completing the OU programme specification template

## Annexe 1 - Curriculum map:

This table indicates which study units assume responsibility for delivering particular programme learning outcomes.

Module and Programme Learning Outcome Map		Introduction to Business				Organisations and Cultures 1				Organisations and Cultures 2				Introduction to Strategy				Self and Professional Development						
Stage Learning Outcomes		A1	B1	C1	D1	A1	B1	C1	D1	A1	B1	C1	D1	A1	B1	C1	D1	A1	B1	C1	C2	D1	D2	
Level 4	A	Have detailed understanding of organisations, organisational culture and the commercial, management and business environment.	Y	Y			Y				Y								Y					
	A	Have a detailed understanding of a variety of processes, procedures and practices for effective management of organisations, along with a detailed understanding of the interrelationships between business and management functions.					Y	Y	Y						Y									
	A	Broad understanding of global, national and local business and its influence on the business environment.	Y	Y			Y								Y	Y								
	B	Be able to analyse and evaluate internal and external influences of business and management and understand their importance and impact						Y				Y	Y			Y	Y			Y				
	B	Critical understanding of planning and decision-making tools within the business and management context.													Y		Y	Y						
	C	Demonstrates skills and competencies that are appropriate to the business and management environment.			Y				Y				Y				Y		Y	Y	Y	Y	Y	Y
	C	Can demonstrate awareness of ethical issues in a business and management context.							Y		Y	Y		Y			Y		Y	Y	Y	Y	Y	Y
	D	Demonstrate key skills synonymous with good academic practice.				Y				Y				Y				Y		Y	Y	Y	Y	Y

Module and Programme Learning Outcome Map		Principles of Marketing				Finance for Managers				Project Management: Contemporary Issues						Business Psychology				Innovation and Change Management							
Stage Learning Outcomes		A1	B1	C1	D1	A1	B1	C1	D1	A1	D2	B1	B2	C1	C2	D1	D2	A1	D2	B1	C1	D1	A1	B1	C1	D1	
Level 5	A	Detailed understanding of the interrelationships among and the integration between business and management functions.	Y	Y			Y	Y			Y	Y	Y	Y		Y			Y					Y			
	A	Demonstrate implementation skills of project management with good knowledge of project lifecycles and business improvement.									Y		Y		Y		Y	Y						Y	Y	Y	Y
	B	Demonstrate a range of cognitive and intellectual skills together with competencies specific to business and management.		Y			Y	Y				Y	Y			Y			Y	Y	Y			Y	Y	Y	Y
	C	Apply relevant theoretical principles in order to analyse the range of internal and external influential factors that shapes and drives business and management.			Y			Y				Y	Y	Y		Y			Y						Y	Y	Y
	C	The ability to synthesis information with regards to complex business and management contexts.			Y			Y											Y		Y	Y			Y		
	D	Demonstrate key work ready skills for the business and management environment.			Y	Y	Y	Y		Y				Y	Y		Y		Y	Y		Y	Y	Y	Y	Y	Y
	D	Demonstrate skills of reflective and independent researchers.				Y				Y			Y	Y	Y	Y	Y	Y				Y				Y	



### Annex 3: Full time and Part time delivery models

Full time delivery Model (120 credits per year)

Year 1		Year 2	
Semester 1	Semester 2	Semester 1	Semester 2
Introduction to Business	Introduction to Strategy	Principles of Marketing	Business Psychology
Organisations and Cultures 1	Organisations and Cultures 2	Finance for Managers	Innovation and Change Management
Self and Professional Development		Project Management: Contemporary Issues	

Part time delivery model 4 years (60 credits per year)

Year 1		Year 2		Year 3		Year 4	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
Introduction to Business			Introduction to Strategy	Principles of Marketing	Innovation and Change Management	Finance for Managers	
Organisations and Cultures 1	Organisations and Cultures 2	Self and Professional Development			Business Psychology	Project Management: Contemporary Issues	

## Annex 4: Generic Assessment Criteria and Marking Standards

**Level 4** introduces students to Higher Education. Students are expected to demonstrate relevant knowledge, understanding, skills and competencies within the subject, and to be articulate in expressing ideas in a range of methods, in coherent and structured. At level 4, expression may be descriptive or imitative, but there is an expectation to demonstrate an increasing understanding of the theoretical background of the subject and the analytic competence to explore it, as well as its relationship, where appropriate, to particular skills. Students are expected to develop an awareness of strengths and weaknesses in their own skill set. Students may use facts, principles and concepts in an essential way. They may explain, analyse and evaluate a range of information sources, being able to provide summaries in a given format. They will be able to use appropriate and specific terminology. Students will be able to solve problems and evaluate their approaches, using information from appropriate sources. Students will be able to communicate a range of ideas, information, arguments and results in a range of formats for a given purpose. They will be able to reflect on their own strengths and areas for improvement in a professional capacity.

**Level 5** reflects continuing development from Level 4. At this level students are not expected to be fully autonomous but are able to take responsibility for their own learning and independence. Students are expected to locate increasingly detailed theoretical knowledge of the discipline within a more general intellectual context, and to demonstrate this through forms of expression which go beyond descriptive or imitative. Students are expected to demonstrate analytical competence in terms both of problem identification and resolution, and to develop their skill sets as required. Students may identify and explain facts, concepts and theories and be able to apply them to give circumstances and contexts. They will be able to critically analyse and evaluate a wide range of information sources, with good coherence. They will be able to use appropriate and specific terminology appropriately. Students will be able to solve problems and explain and evaluate their approaches using information from appropriate sources which is relevant to the purpose. Students will be able to communicate a range of ideas to a variety of audiences such as specialist and non-specialists, appropriate information, arguments and results in a range of formats for a given purpose or situation.

Mark Bands	Knowledge and understanding	Cognitive, practical and transferable skills
90 - 100%	<b>Exceptional</b> information used, exploring and analysing the discipline, its theory and ethical issues with extraordinary originality.	Exceptional management of learning resources, complemented by assured self-direction. Exceptional structure with accurate expression. Demonstrates exceptional intellectual originality and imagination. Exceptional practical and/or professional skills demonstrated.
80 - 89%	<b>Outstanding</b> information used, exploring and analysing the discipline, its theory and ethical issues with clear originality	Outstanding management of learning resources, complemented by assured self-direction and exploration. An exemplar of structured/accurate expression. Demonstrates outstanding intellectual originality and imagination. Outstanding practical and/or professional skills demonstrated.
70 - 79%	<b>Excellent</b> information used, exploring and analysing the discipline, its theory and ethical issues with considerable originality.	Excellent management of learning resources, complemented by self-direction/exploration. Presented in a structured format with accurate expression. Excellent academic and/or intellectual and team/practical/professional skills.
60 - 69%	<b>Good</b> information used; explores and analyses the discipline, its theory and ethical issues with some originality	Good management of learning resources with some self direction demonstrated. Structured and mainly accurate expression. Good academic/intellectual skills show and team/practical/ professional skills.
50 - 59%	<b>Satisfactory</b> information used that begins to explore and analyse the discipline and its ethical issues, mainly imitative	Satisfactory use of learning resources and input to team work. Some lack of structure or accuracy in expression. Acceptable academic or intellectual skills and satisfactory practical or professional skills.
40 - 49%	<b>Basic</b> information used; omissions in understanding of major/ethical issues. Largely imitative	Basic use of learning resources with no self-direction. Some input to team work. Some difficulty with structure and accuracy in expression. Some difficulties with academic/intellectual skills and developing practical/ professional skills
30 - 39%	<b>Limited</b> information used; limited understanding of discipline or ethical dimension	Limited use of learning resources. No self-direction, little input to team work and difficulty with structure or accuracy in expression. Weak academic/intellectual skills. Practical/professional skills are not yet secure

<b>20 - 29%</b>	<b>Little</b> evidence of an information used. Little evidence of understanding of discipline and its ethical dimension.	Little evidence of use of learning resources. No selfdirection, with little evidence of contribution to team work. Very weak academic/intellectual skills and significant difficulties with structure/expression. Little evidence of practical/professional skills
<b>10 - 19%</b>	<b>Inadequate</b> information used. Inadequate understanding of discipline or ethical dimension.	Inadequate use of learning resources. No attempt at selfdirection with inadequate contribution to team work. Very weak academic/intellectual skills and major difficulty with structure/expression. Inadequate practical/professional skills
<b>1 - 9%</b>	<b>No</b> evidence of any information base. No understanding of discipline or ethical dimension	No evidence of use of learning resources of understanding of self-direction with no evidence of contribution to team work. No evidence academic/intellectual skills and incoherent structure/ expression. No evidence of practical/ professional skills
<b>0%</b>	Awarded when the student fails to address the assignment brief (eg: answers the wrong question) and or learning outcomes.	



## Annexe 5: Staff Team at DCG

Curriculum Academy		Higher Education Department	
Director of Academy	Ms. Amanda Jogela	Director of Higher Education	Ms. Jenny Brandham
Team Manager	Ms. Lorna Edwards	HE and Higher- Level Skills Manager	Mr. Richard Bell
HE Programme Leader FD Business and Management	Mr. Richard Burley	Higher Education Advanced Practitioners	Mrs. Roberta Hall Mrs. Chrissie Draper
HE Teachers	Mr. Richard Burley Ms. Kimberly Jayne Borrington Mrs. Stephanie Rebecca Muggleton-Rogers Mr. Matthew Nightingale	Higher Education Academic Study Support Coach	Dr. Ellen Nicholls

Module delivery:

Module	Level	Teacher
Introduction to Business	4	Richard Burley
Introduction to Strategy	4	Stephanie Rebecca Muggleton-Rogers
Organisations and Culture 1	4	Matthew Nightingale
Organisations and Culture 2	4	Matthew Nightingale
Self and Professional Development	4	Kimberly Jane Borrington
Principles of Marketing	5	Kimberly Jane Borrington
Finance for Managers	5	Kimberly Jane Borrington
Business Psychology	5	Matthew Nightingale
Innovation and Change Management	5	Richard Burley
Project management: Contemporary Issues	5	Richard Burley

CVs included within this submission:

- Lorna Edwards
- Richard Burley
- Stephanie Rebecca Muggleton-Rogers
- Kimberly Jane Borrington
- Matthew Nightingale
- Jenny Brandham
- Richard Bell
- Chrissie Draper
- Ellen Nicholls

## Annexe 6: Notes on completing programme specification templates

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

2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the QAA frameworks for HE qualifications:

<http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>

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

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

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

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

7 – Validated programmes delivered in languages other than English must have programme specifications both in English and the language of delivery.