



Approved July 2017

**PROGRAMME SPECIFICATION**

**1. General information**

<b>Awarding body / institution</b>	Leeds Trinity University
<b>Teaching institution</b>	Askham Bryan College
<b>'Parent' School</b> <i>(ICE / SAC / SSHS)</i>	Askham Bryan College
<b>Professional accreditation body</b>	None
<b>Final award</b> <i>(eg. BA Hons)</i>	Foundation Degree in Arts (FdA)
<b>Title of programme(s)</b>	Enterprise (Land-based)
<b>Subsidiary award(s)</b> <i>(if any)</i>	Certificate of Higher Education
<b>Honours type</b> <i>(Single / Joint / Combined)</i>	N/A
<b>Duration and mode(s) of study</b>	Two years blended learning
<b>Start date</b> <i>(this version) (month and year)</i>	September 2017
<b>Periodic review next due</b> <i>(acad. year)</i>	
<b>JACS subject code(s)</b> <i>(Level 3)</i> <i>(Please refer to HESA listing on AQO website)</i>	N100, N200 and N212
<b>UCAS course code &amp; code name</b>	TBC
<b>SITS codes</b> <i>(Course / Pathway / Route)</i>	TBC
<b>Delivery venue(s)</b>	Askham Bryan College

**2. Aims of the programme**

<p><b>Rationale and general aims, including what is special about this programme</b> <i>(from the student's and a marketing perspective)</i></p> <p>The FdA Enterprise is created with the aim of assisting students in developing entrepreneurial, creative and innovative skill sets. This will assist them in their personal journey and career development through their employment or self-employment.</p> <p>This foundation degree has two core aims for its students:</p> <ol style="list-style-type: none"> <li>1. To support students who want to learn about, and potentially start-up businesses <b>(Entrepreneurship)</b>.</li> <li>2. To support students in their workplace to innovate and grow <b>(intrapreneurship)</b>. The UK innovation survey, 2014, showed that Yorkshire and the Humber was one of the least innovative areas in the UK with only 44% of businesses showing any level of innovation (N=28,000) (BIS, 2016).</li> </ol>
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Further to the student based aims there are wider national and international objectives behind enterprise education. In 2016 there were 5.5 million SMEs (Small or Medium Enterprises) in the UK, an increase of 3.5 million since 2000 (Federation of Small Businesses, 2016). This foundation degree seeks to support the development and evolution of SMEs. Value creation from these SMEs contribute to overall national economies through tax payments and creating employment, two factors that will help revitalise the UK and world economy.

Innovation in business is often linked to creativity, cost reduction, efficiency and higher income generation, these are all objectives that this programme looks to support and encourage. Students who can display an ability to innovate will be highly desirable individuals in a fast moving business environment.

The portfolio-based design of the course allows students to build up a business or business plan alongside their academic development. Each module focuses on a different area of business development, the first year looks at the key aspects of business and enterprise (marketing, accounting etc.) while the second year takes a more in-depth approach and looks at issues such as development of vision and strategy, managing people, etc.

This foundation degree is designed in such a way that the success or failure of an enterprise is evaluated through the coursework but the failure of an enterprise would not lead to student failure on the programme.

Foundation degrees are designed with an ethos of learning through work, this programme will seek to build on the learners existing, previous and voluntary or other work roles. Enterprise is about creating opportunity, the student will be expected to interact with the market and evaluate their work in the marketplace. The entrepreneur by nature is self-employed and their workplace is the market. This programme seeks to develop work experience for the student through tasks that see them interacting with, and reflecting on the market. Due to the nature of entrepreneurial employment a work based element has been incorporated into this programme through the personal development units. In the first year students are expected to complete an entrepreneurial / intrapreneurial internship (75 hours), and in the second year students have the choice between completing a second internship (75 hours) or an enterprise placement (75 hours) (where the student will complete a logbook showing their entrepreneurial journey. Evidence in this logbook could include networking, CPD events, starting and operating an enterprise.)

Completion of this course could lead to a diverse range of employment opportunities such as self-employment, management, leadership and business consultancy.

This programme has been created to meet the call for enterprise education in the UK, through reports such as Enterprise for All, (Young, 2012) and local demand for enterprise education. Minutes of the Askham Bryan College (ABC) enterprise technical advisory group are attached to this pack. There is one land based enterprise course in the UK, this is delivered at Harper Adams University (Shropshire), and partially covers enterprise, while also covering land management. There is no land based enterprise education provision in Northern England, as a land based college it is hoped to fill this through contextualisation of this enterprise foundation degree.

### 3. Student learning outcomes of the programme

#### Learning outcomes in terms of:

- knowledge and understanding (K)
- intellectual / cognitive / 'thinking' skills (I)
- practical skills specific to the subject (P)
- employability skills (E)

The 'K1', etc codes are used in section 7c) and module descriptors to refer to each of these learning outcomes.

On successful completion of the programme students will be able to demonstrate:

#### Knowledge and Understanding (K)

*(K2 – K5 & P1 – P5 have been taken from the QAA Guidance on Enterprise qualifications, guidance for UK higher education providers. QAA, 2012. In addition the learning outcomes have been modified to include the QAA benchmark statements for Business and Management to allow successful transfer of level five students to the LTU level six programme).*

- Knowledge and understanding of the key areas of business and management, the relationships between these and their application, including reference to **recent scholarly resources** and evidence and the accurate use of **scholarly conventions** in so doing (K1).
- Develop an understanding of the **business environment** (K2).
- Ability to reflect and persevere in challenging environments in pursuit of achieving desired objectives or goals (**personal awareness**) (K3)
- Use of social skills to build trust, relationships and networks and to communicate ideas and information (**networking and communication**) (K4)
- Consistently demonstrate a **command of subject-specific skills** as well as proficiency in generic skills and attributes. (K5)

#### Intellectual / Cognitive / "Thinking" skills (I)

- Secure use of a range of **analytical techniques** to analyse qualitative and quantitative data (I1)
- Have a view of business and management which is influenced by a wide range of learning sources, based on a proactive and **independent** approach to learning (I2)
- Make effective and sustained **communication** with a range of stakeholders (I3)
- Understanding of the **limits of their knowledge** and the consequent influence on their analysis (I4)

#### Employability skills (E)

*(These are the Leeds Trinity generic employability outcomes, as enterprise encompasses a lot of employability there is some duplication between these E, P and the K skills).*

- **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient. (E1)
- **Team working** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others. (E2)

- **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability. (E3)
- **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources. (E4)
- **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes. (E5)
- **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget. (E6)
- **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively. (E7)
- **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities. (E8)
- **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community. (E9)

#### **Practical skills (P)**

- Demonstrate an ability to seek out, be alert to, and identify opportunities (**opportunity recognition**) (P1)
- Creative and innovative approaches (**problem solving**) (P2)
- Initiative to act on perceived opportunities while considering risk factors (**taking action**) (P3)
- Demonstrate independent responsibility for managing projects (**managing autonomously**) (P4)
- Persuade others through informed opinion and negotiate support for ideas (**persuasion and negotiation**) (P5)

### 3a External benchmarks

**Statement of congruence with the relevant published subject benchmark statements**

*(including appropriate references to the FHEQ and any PSRB, employer or legislative requirements)*

*All new programme submissions should be accompanied by copies of external advisory and regulatory documents relevant to the programme.*

This programme is designed around the European Union Entrecomp framework for enterprise qualifications.

This programme conforms to the benchmark standards for Business and Management (QAA, 2015). The standards set out for enterprise (QAA, 2012) and the generic foundation degree qualifications benchmark statements, (QAA, 2010).

Enterprise statements:

<http://www.qaa.ac.uk/en/Publications/Documents/enterprise-entrepreneurship-guidance.pdf>

Business and Management statements:

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-business-management-15.pdf>

Generic foundation degree statements:

<http://www.qaa.ac.uk/en/Publications/Documents/Foundation-Degree-qualification-benchmark-May-2010.pdf>

### 4. Learning outcomes for subsidiary awards

Guidance	
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.</p>	<p><b>Generic Learning outcomes for the award of <u>Certificate of Higher Education</u>:</b></p> <p>On successful completion of 120 credits at Level 4, students will have demonstrated an ability to:</p> <ul style="list-style-type: none"> <li>i) interpret and evaluate data appropriate to the discipline;</li> <li>ii) make sound judgements in accordance with basic disciplinary theories and concepts;</li> <li>iii) evaluate the appropriateness of different approaches to solving problems within the discipline;</li> <li>iv) communicate the results of their work coherently;</li> </ul> <p>And will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</p>

## 5. Content

### Summary of content by theme

(providing a 'vertical' view through the programme)

On this programme students will learn the key aspects of Business, Management and Enterprise. The first year will focus on introducing the students to the component parts of the business (Enterprise, Personal Development, Marketing, Market Research, Finance and Company Law). The second year will mainly focus on developing their skills through project work and higher level thinking (Developing Leadership, Strategic Enterprise Planning, Implementing Innovation and Statistical Decision Making).

Content will be delivered through a blended approach. Students will be expected to attend lectures, seminars and interact with the online content.

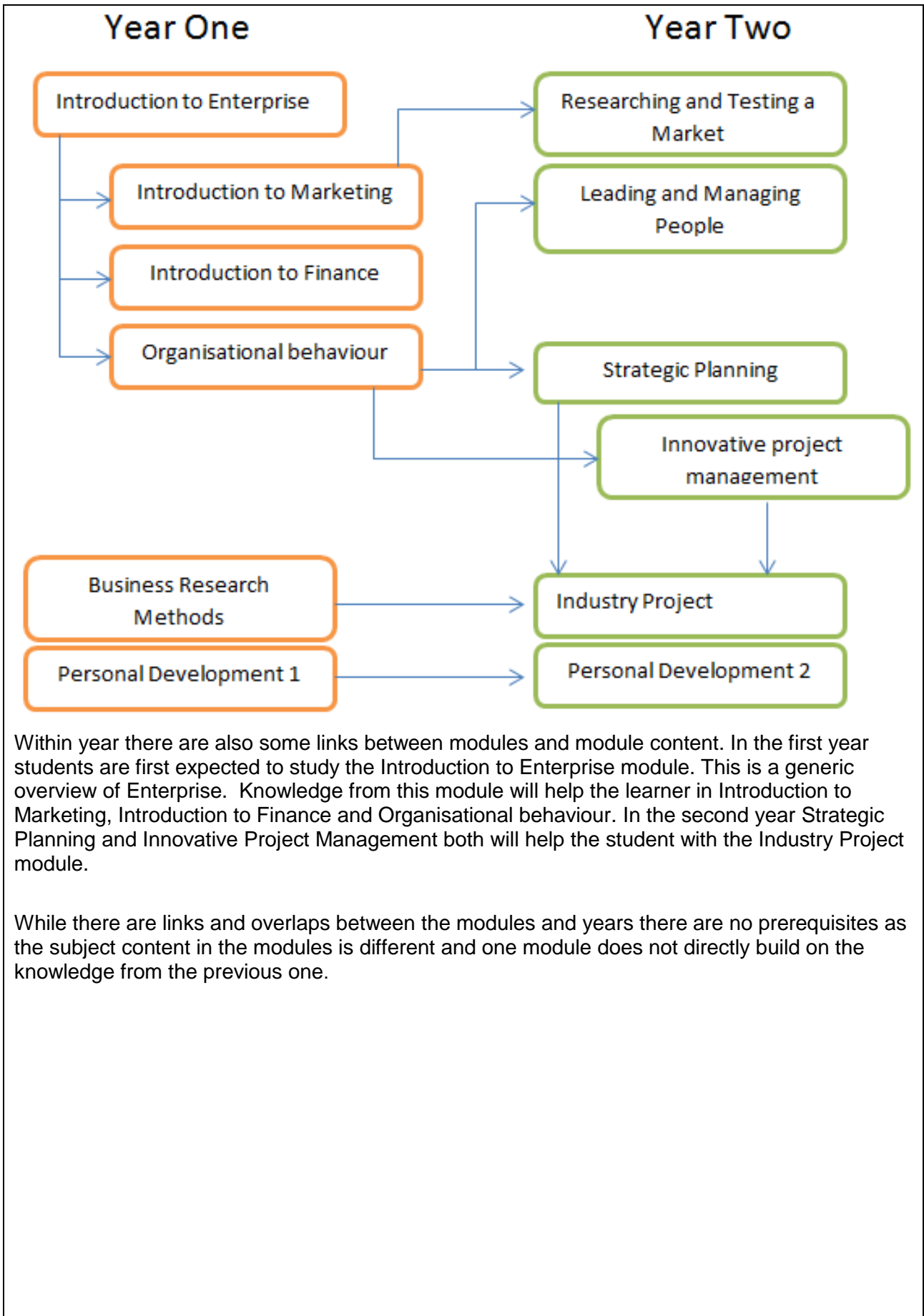
Integrated within this study of the subject material is the development of the students intellectual, general research, networking, communication, analysis, independence, self-management and team working skills. The learning outcomes for this qualification meet the QAA guidelines on Enterprise qualifications, but also meet the QAA subject specific benchmarks for Business and Management qualifications.

For students who wish to progress to leadership and management roles the college offers a level six leadership and management qualification to its existing HE students. This would be available to this cohort of students as an additional course.

This qualification is heavily portfolio based as it is intended that students could apply all the assignments toward one singular business idea. This combined portfolio would create the basis of a comprehensive business plan for the student. Students may use this plan alongside their degree or they may use the second placement to develop their own business.

At level four the generic business knowledge is developed (marketing, finance, economics etc.) whereas at level five the learners start to develop more leadership and managerial skills. At level five the student can choose to focus on a particular field of enterprise through their industry project.

While all modules are stand alone, and there are no pre-requisite modules in this programme there are some clear links between modules. A flow chart has been provided, overleaf, to show the key links between the modules, and how knowledge might be developed. There is a clear personal development string running through the programme through the two personal development modules. Another theme is research, in the first year students are expected to study Business Research Methods, which will directly help them with their Industry Project module. Organisational behaviour is studied in year one, this knowledge is then built on in year two through: Leading and Managing People, Strategic Planning and Innovative Project Management modules.



## 6. Structure

## FdA Enterprise

**Duration:** Two years full time

**Total credit rating:** 240

### Level 4

**Core:** Students are required to take:

FBS4002	Introduction to Enterprise	Sem 1	20 credits
FBS4012	Developing the Entrepreneur	Sem 1 & 2	20 credits
FBS4022	Introduction to Marketing	Sem 1	20 credits
FBS4032	Business Research Methods and Change Management	Sem 2	20 credits
FBS4042	Introduction to Finance and Company Law	Sem 1	20 credits
FBS4052	Organisational Behaviour and Growth	Sem 2	20 credits

**Programme-level assessment:** Takes place at the end of the first academic year.

**Level 5** – with effect from September 2018

Progression requirements: 120 credits from level 4.

**Core:** Students are required to take:

FBS5002	Personal Development 2	Sem 1 & 2	20 credits
FBS5012	Industry Project	Sem 1 & 2	20 credits
FBS5022	Researching and Testing a Market	Sem 1	20 credits
FBS5032	Leading and Managing People	Sem 2	20 credits
FBS5042	Strategic Planning and Operations Management	Sem 2	20 credits
FBS5052	Innovative Project Management	Sem 1 & 2	20 credits

## 7. Learning, teaching and assessment

### 7a) Statement of the strategy for learning, teaching and assessment for the programme

This programme will be delivered through a blended learning approach (using a combination of taught sessions and online content delivery).

During the first year (level four) generic business skills and core subject understanding are created (marketing, accounting, statistics etc.). Through level five these skills are further practiced and developed while the student is expected to contextualise their skills to their business area of interest.

Through this programme the student will be expected to interact with the markets and business environment (the workplace of the entrepreneur). This real life experience will be contextualised and analysed in the student's academic work.

LTU teaching strategy is incorporated through directed learning activities, which will be supplied for the learner every week through the online content of the modules. These will include self-marking multiple choice quizzes, formative marked work, forum based discussions and peer-reviewed work.

Learning will be delivered mainly through an online platform (Moodle is currently used at ABC). The student will be expected to undertake one compulsory attendance module at the start of the programme (Introduction to Enterprise) this will be delivered using lectures, seminars and tutorials. In this module students will explore the concepts of enterprise and also be familiarised with the way the online the content will be delivered.

After the first module students will be expected to attend college for one day at the start of each module, and another day at the end. These days will comprise of lectures, seminars and tutorial



activities. A large proportion of the module content will be delivered online. This will allow a range of learners to access the course who may not be able to access full time education. In November 2015 A Technical Advisory Group (TAG) was held to discuss the enterprise degree at Askham Bryan, all members of the group agreed that a blended learning approach should be taken.

A course manager who will be the first point of contact for the students will manage the programme. The college will engage the services of a range of visiting lecturers with subject specific knowledge to cover a range of the modules. Incumbent members of the college business studies academic team will deliver other modules. Each module will be allocated an amount of tutorial time where the module tutor will be expected to make themselves available for students to discuss any aspect of the module. This will be through email, online chat or Skype. The college will provide a course manager with a dedicated day per week for the management of the programme, students will be informed of this day and know that they can use this time to physically call in to the college or speak with their course manager via email or telephone.

It is anticipated that this course will attract small numbers of students (approx. 8 – 20) with small numbers lectures and group activities will be able to be tailored to the needs of the individual, and more time will be able to be allocated to the individual learner in tutorials.

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**7b) Module details**

**Year one (level four)**

Module numebr and name	Learning and teaching methods	Assessment				Teaching Staff	Venue
		Component form	Magnitude	Weighting	Timing		
FBS 4002 Introduction to Enterprise	Lecture/seminar Online content	Business Canvas Viva Voce	1500 words 20 minutes	50% 50%	Early Semester 1	Mark Hoyle	ABC York
FBS 4012 Developing the Entrepreneur	Lecture/seminar Online content	Written Portfolio	3000 words	100%	Semester 1&2	Mark Hoyle	ABC York & Online
FBS 4022 Introduction to Marketing	Lecture/seminar Online content	Portfolio Trial Campaign	2000 words 2000 words	50% 50%	Semester 1	Mark Hoyle	ABC York & Online
FBS 4032 Business Research Methods and Change Management	Lecture/seminar Online content	Examination Presentation	2 hours 20 minutes	50% 50%	Semester 2	Mark Hoyle Andrew Henworth	ABC York & Online
FBS 4042 Introduction to Finance and Company Law	Lecture/seminar Online content	Examination Portfolio	2 hours 20 minutes	50% 50%	Semester 1	Mark Hoyle	ABC York & Online
FBS 4052 Organisational Behaviour and growth	Lecture/seminar Online content	Presentation Plan and discussion	15 minutes 2000 words	40% 60%	End of semester 2	Mark Hoyle Fiona MacDonald	ABC York & Online

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**Year two (level five)**

Module numebr and name	Learning and teaching methods	Assessment				Teaching Staff	Venue
		Component form	Magnitude	Weighting	Timing		
FBS 5002 Personal Development 2	Lecture/seminar Online content	Portfolio	3000 words	100%	Semester 1 & 2	Mark Hoyle	ABC York & Online
FBS 5012 Industry Project	Lecture/seminar Online content	Written Proposal Written Project Presentation	10 min digital pitch 4000 words 15 minutes	20% 70% 10%	Semester 1 & 2	Mark Hoyle Andrew Henworth	ABC York & Online
FBS 5022 Researching and Testing a Market	Lecture/seminar Online content	Portfolio	3000 words	100%	Semester 1	Mark Hoyle	ABC York & Online
FBS 5032 Leading and Managing People	Lecture/seminar Online content	Written Reflective Piece	1500 words 2000 words	50% 50%	Semester 2	Mark Hoyle Amanda Clarkson	ABC York & Online
FBS 5042 Strategic Planning and Operations Management	Lecture/seminar Online content	Presentation Strategic Plan	20 minutes 1500 words	60% 40%	Semester 2	Mark Hoyle Fiona MacDonald	ABC York & Online
FBS 5052 Innovative Project Management	Lecture/seminar Online content	Written Portfolio	1000 words 2000 words	Pass/Fail 100%	Semester 1 & 2	Mark Hoyle Fiona MacDonald	ABC York & Online

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7c) Programme learning outcomes covered

Assessed learning outcomes of the programme																							
	K1	K2	K3	K4	K5	I1	I2	I3	I4	E1	E2	E3	E4	E5	E6	E7	E8	E9	P1	P2	P3	P4	P5
	Knowledge of key Business Concepts	Business Personal Awareness	Networking and Communication	Subject Specific Skills	Analytical Techniques	Independent view	Communication with stakeholders	Limits of knowledge	Self management	Team working	Business awareness	Problem Solving	Communication	Numeracy	IT	Entrepreneurship	Social awareness	Opportunity Recognition	Problem Solving	Taking Action	Managing Autonomy	Negotiation	
<b>Year One</b>																							
FBS 4002 Intro to Enterprise	X	X			X		X	X	X		X	X		X	X	X	X	X	X	X			
FBS 4012 Developing the Entrepreneur	X		X	X	X		X	X	X	X		X	X	X		X	X	X	X		X	X	X
FBS 4022 Intro to Marketing	X	X		X	X			X			X	X	X	X		X	X	X	X				X
FBS 4032 Business Research Methods	X		X		X	X	X		X			X	X		X	X	X		X	X	X		X
FBS 4042 Intro to Finance & Co. law	X				X	X	X					X	X		X	X	X		X				
FBS 4052 Organisational Behaviour	X	X			X			X		X		X				X	X					X	
Programme Level Assessment	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>Year Two</b>																							
FBS 5002 Personal Development Two	X		X	X	X		X	X	X	X		X	X	X		X	X	X	X		X	X	X
FBS 5012 Industry Project	X	X	X	X	X		X	X	X	X		X	X	X	X	X	X		X	X	X	X	X
FBS 5022 Leading and Managing People	X		X		X	X		X			X	X	X			X	X	X	X		X	X	X
FBS 5032 Strategic Planning & Operations	X	X			X							X	X			X	X	X	X		X		X
FBS 5042 Innovative Project Management	X				X					X	X	X	X			X	X		X		X		X
FBS 5052 Researching and Testing a Market	X	X		X	X	X	X	X	X			X	X	X	X	X	X	X	X	X			

## **8.      Entry requirements**

### **Foundation degree programmes**

The typical student will have GCSE English and Mathematics (or equivalent), 48 UCAS points (on the 2017 tariff) and an interest in enterprise.

An enabling access policy operates with regard to age, gender and disability. It is anticipated that, due to the vocational nature of the programme, applicants will come from diverse educational backgrounds.

For students whose first language is not English, a pass in an approved test in English is needed, eg. the International English Language Testing Service (IELTS) or equivalent test. IELTS score of 6.5 and above will be deemed acceptable to study.

Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process.

For students who are sponsored by an employer it is expected that a mentor will be identified by the employer to support work-based tasks and learning as described in the QAA Foundation Degree benchmark document (2010) and with the UK Quality Code for HE chapter B3: *Learning and Teaching*.

## **9.      Progression, classification and award requirements**

### **Details of requirements for student progression between levels and receipt of the award(s)**

(A certain level of attainment which must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)

A minimum of 120 credits at level 4 are needed to progress from level 4 to level 5. A minimum of 120 credits from level 4 and 120 credits from level 5 are needed to graduate from the programme.

The use of QAA benchmark statements for Business and Management and the alignment of modules with Leeds Trinity Business modules at level six should allow for smooth transfer of students from the ABC programme to the final year of the LTU programme should they choose to progress.

## **10.     Prerequisites**

### **Details of modules which must be passed before enrolment on a module at a higher level**

There are no prerequisites in this qualification.

## **11.     External examining arrangements**

### **External examining arrangements**

(eg. joint with another programme – extended duties for someone already in post – or separate, single/multiple examiners; if multiple examiners, which subjects / types of module are to be allocated to each; any PSRB requirements)

Askham Bryan College are happy to supply external examiner suggestions to the university, we are also happy to accept external examiners based on Leeds Trinity University appointments.

Two possible external examiners are:

- Mr Mathew Danes, Enterprise Lecturer, University of Northampton.
- Mr Christopher Kerry, Senior Enterprise Lecturer, Anglia Ruskin University.

## **12. Additional information**

Details regarding arrangements in respect of any special features of the programme/scheme, (eg. a non-standard delivery pattern, study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees, constraints on out-of-programme optional module choices)

Learners will access the majority of content through an online learning platform as described in section 7a of this document.

## **13. Additional support needs**

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal college support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.