PROGRAMME SPECIFICATION

BUSINESS   **FHEQ 3**
University Foundation in Accounting and Finance; Business Studies; Economics; International Relations and Politics; Marketing; Maritime Business; Tourism and Hospitality

	Current Version	1.23	November 2023
	Prior Version/s	1.22	August 2022
		1.21	May 2021
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		1.15	March 2015
		3.14	October 2014
		2.14	September 2014
		1.14	February 2014
		1.13	October 2013

PATHWAY/s

Pathway Type	Undergraduate			
Pathway Areas	**Business**			
Pathways/s	**Business**	**Business**		
University UNITe Code/s	4746	4747		
College NAVIGATE Code/s	L1B1	L1B2		
Pathway Provision	College: FHEQ Level/s	3 and 4		
	University: FHEQ Level/s	5 and 6		
Awarding University	University of Plymouth			
Awards by Pathway	Degree awards Stream 1 (L1B1)			FHEQ Award Level
Maritime Business and Logistics Pathway	BSc (Hons) Maritime Business			6
Integrated Business Pathway	BSc (Hons) Politics with International Relations			6
	BSc (Hons) Business Management –2nd and 3rd Year fast-track stream			
	BSc (Hons) Business Management			
	BSc (Hons) Event Management			6
	BSc (Hons) International Tourism Management			6
Marketing Pathway	BSc (Hons) Marketing			6
Awards by Pathway	Degree awards Stream 2(L1B2)			FHEQ Award Level
Economics Pathway	BSc (Hons) Economics			6
Accounting and Finance Pathway	BA (Hons) Accounting and Finance			6
	* Programmes currently temporarily suspended by the University of Plymouth			

Subject Benchmark Statements	Politics and International Relations QAA 05th Edition 08/03/23; Accounting QAA2470 4th Edition 11/2019; Business and Management QAA2471 4th Edition 11/2019; Computing QAA 5th Edition 30/03/2022; Economics QAA 5th Edition 08/03/2023; MSOR QAA 5th Edition 08/03/2023.
College Status	Associate College
College Location	15 Portland Villas, Drake Circus
University Location	Drake Circus, Plymouth, PL4 8AA
University Faculty	Faculty of Arts, Humanities and Business
University School/s	Plymouth Business School
Rationale	The partnership between the College and University of Plymouth facilitates the acquisition of an undergraduate degree by international students who, because of their previous educational experience, are not normally able to gain direct access to the University's degree courses. The pathway has therefore been developed to satisfy important pedagogical issues: 1. To ensure that international students have a dedicated period of time, in a familial and safe setting, to adjust to and acquire the skills to prepare for further studies within a western learning environment. 2. To satisfy the University's quality protocols, which in turn are directed by the QAA Subject Benchmark requirements, for articulation purposes. 3. Facilitate access to a pathway leading to a University degree award. 4. Widen access and participation in higher education in line with the University's internationalisation agenda. 5. Commit to the provision of best practice customer service and student experience for international students and thus add value to the University's award winning student lifestyle. 6. Support the integrity of the University's QAA commitment by adopting and adapting the University's quality regime to form the basis of a robust, quality driven academic provision and administrative systems and processes. 7. Assist in the diversification of the student body.
Educational Aims	The programme, University Foundation in Business Studies, has been devised in accordance with Navitas UK general educational aims along with those formulated for the College, see Quality Manual, and the nominated outcomes desired by Plymouth University, Plymouth Business School, to impart a high quality of education in the disciplines required. The educational aims of the programme are to: 1. Prepare students, who would not normally be considered qualified, to an appropriate standard for entry into the UPIC First Year degree in Business at FHEQ Level 4. 2. To endow each individual with an educational pathway that augments opportunities for professional employment and development in the business sector at both a national and international level. 3. Develop in students a fundamental knowledge and understanding that can demonstrate an understanding of the economic, political, legal and cultural factors in the global economy so as to support their transfer into the UPIC First Year Degree in Business at FHEQ Level 4 and on successful completion therein to the University of Plymouth prescribed degree schemes. 4. Develop in students an appreciation and desire to learn based on competent intellectual and practical skills building to a set of transferable skills that will support them in all aspects of their onward academic studies/careers and assist informed decision making. 5. Ensure that students have attained the prescribed level of inter-disciplinary language competence described as Level B2 'Independent User' by the Council of Europe, see Common European Framework of Reference for languages: Learning, teaching assessment 2001, Council of Europe, CUP, Cambridge, p. 24, Table 1. Common Reference Levels: global scale. 6. Ensure that graduates have attained the prescribed level of inter-disciplinary language competence to a minimum pass mark of 50% in the ACL accredited module Interactive Learning Skills and Communication, and therein a minimum 6.0 IELTS equivalent.

PROGRAMME

Title	University Foundation in Business Studies
FHEQ	3
Credit Points	120
Duration of Study	Two (2) semesters
Weeks of Study	Twenty Six (26) weeks
Mode of Study	Full-time
Mode of Delivery	Face to Face
Notional Hours	Two Semester: Stream 1 = 1,200, Stream 2 = 1,200
Contact Hours	Two Semester Stream 1 = 509 Stream 2 = 414

Self-directed Study Hours	One Semester Stream 1= 452/552 Stream 2= 552/652* module Two Semester Stream 1 = 760 Stream 2 = 752		*dependant on option
Delivery Model	Standard Delivery Model (SDM)		

Language of Delivery	Delivery	English
	Assessment	English
	Council of Europe	Common language reference level B2 Independent User
	ACL Accreditation	Interactive Learning Skills and Communication

Intended Learning Outcomes

Generic:

All modules have a set of Generic Learning Outcomes (LOs) attached to them; see relevant Definitive Module Documents (DMDs). These provide a basic set of core transferable skills that can be employed as a basis to further study and life-long learning. They are delivered using an interdisciplinary and progressive approach underpinned by the relevant Interactive Learning Skills and Communication (ILSC) module, to build these core skills within the context of subject-specific learning. Incorporated in these core skills are the key themes of relationship-management, time-management, professional communication, technological and numerical understanding and competency.

The Generic LOs for the programme are tabled below:

Key knowledge will be demonstrated by:	Key skills will be demonstrated by the ability to:
Personal organisation and time-management skills to achieve research goals and maintain solid performance levels.	Meet converging assessment deadlines – based on punctuality and organisation with reference to class, group and individual sessions within a dynamic and flexible learning environment with variable contact hours and forms of delivery.
Understanding of the importance of attaining in-depth knowledge of terminology as used in a given topic area, as a basis to further study.	Communicate clearly using appropriate nomenclature to enhance meaning in all oral and written assessments with no recourse to collusion or plagiarism.
Understanding, knowledge and application of appropriate and effective methods of communication to meet formal assessment measures.	Present clearly, coherently and logically in a variety of oral and written formats using a variety of appropriate qualitative and quantitative tools and evidence bases.
Understanding and knowledge as to the development of the industry and/or scholarship in relation to a given topic under study.	Demonstrate an understanding of the current themes of a given topic, the academic and practical foundation on which they are based – demonstrated by a lack of plagiarism and need for collusion in both individual and group work.
Understanding of the rules applying to plagiarism and collusion.	Collate, summarise, reason and debate/argue effectively on a given topic with appropriate reference to another's work or ideas/concepts.
Ability to work as an individual, in a small team and in a larger group to effect data collation, discussion and presentation of evidence.	Meet and succeed in each of the varied assessments presented.

Specific:

Module-based LOs are described as Specific LOs and combine to make up the Intended LOs of the programme/stage of study. Specific LOs for a module are fully expressed in the relevant DMD and Module Content Guide (MG).

Intended:

Each programme/stage of study incorporates a set of Intended LOs to define the wider academic-based knowledge and skills acquisition. These key areas are described and tabled below:

A	Knowledge and Understanding		
	To obtain a knowledge and understanding:	Teaching/learning methods and strategies:	Assessment methods and strategies are tested via...
1	What a business is and its internal and external operating processes, inclusive of planning and strategy, growth, marketing, products/services, finance and accounting systems, information systems, and the management and development of human resources within organisations.	Acquisition of Intended LOs via a combination of small group lectures (listening, writing and reading); small group-based tutorial labs/coursework (oral, reading, listening and written presentation); and individual coursework (oral, and written presentation) and summative examination (reading and writing). Additional support is provided through the provision of small peer-led tutorial group work and of individual tutorial support; College module-specific subject specialists delivering modules; guest speakers (industry/topic specific); monitoring and appraisal by College academic management.	A.1, A.2, A.3, A.4 to A.13 – a combination of summative (closed-book) examinations and summative coursework along with written assignments and in-course assessments, computer-based coursework, project reports and presentations. A.4 – summative examination paper/s under closed-book regulations. All students are required to maintain an 85% attendance record.
2	The world of business and commerce, including the operation of markets and market economies.		
3	The structures, cultures and functions of business organisations and how they interact as part of core business functions and processes.		
4	The presence and purpose of the legal and regulatory frameworks		

		across a variety of business, commercial and economic contexts.	Ensuring all students acquire grounding in University of Plymouth and associated end-user IT platforms for academic study.

The opportunity to interface regularly with noted platforms in College, University of Plymouth library and independent environments to develop an understanding of the implications of the use of different e-learning for research.

The Programme Specification, DMDs, Module Content Guide, reading lists, lecturers and notes, and assessment regimes are available via the College e-learning portal for queries to be met.

Students are encouraged throughout the stage of study to undertake independent study both to support taught/learnt and to broaden their individual knowledge and understanding of the subject.

Feedback is given to all students on all work produced and, where appropriate, confirmed in individual appraisal events associated with modules and specifically ILSC. Additional interviews are made with the tutor and/or the College academic services to evaluate and discuss any emerging learning issues and therein students options. | |
	5	The theories and key concepts of economics in an interdisciplinary context.		
	6	How economics contributes to the wider range of social and political issues.		
	7	Modelling and its importance to economic thinking.		
	8	How the economic environment operates with an emphasis on the UK.		
	9	The application of numerical techniques to the business and decision making process, with an emphasis on statistical and sampling methods, financial and accounting calculation and the description of economic theories and models.		
	10	The purpose and processes of basic recording of financial transactions and maintenance of accounting records in order to carry out performance monitoring within the business context and adherence to regulatory standards.		
	11	The application of ICT as a fundamental tool for extracting, sourcing, describing and presenting data and information in a variety of relevant forms, and distributing data and information via a range of channels and formats.		
	12	The techniques and forms of effective and clear communication in a variety of academic and professional settings in accordance with Level B2 'Independent User' as described by the Council of Europe, see p.3 of this document for reference.		
	13	The role and importance of the study of the history of scholarship as a basis to determining a full understanding, correct use of accurate nomenclature and an appreciation of fundamental concepts associated with a subject area.		
	B	Cognitive/Intellectual Skills		
		To obtain intellectual/cognitive skills with the ability to:	Teaching/learning methods and strategies	Assessment methods and strategies via...
	1	Make full use of library and College/University e-learning search (catalogue and bibliographic) resources.	Acquisition of B.1 and B.2 via topic specific small lab-based group lectures and the additional support and guidance provided via the provision of small peer-led tutorial group work in differing environments.

Ensuring all students acquire grounding in University of Plymouth and associated end-user IT platforms for academic study. | B.1 to B.5 – a combination of summative (closed-book) examinations and summative coursework along with written assignments, portfolios and in-course assessments/tests, computer-based coursework and tests, project reports, presentations and practical's.

All students are required to maintain an 85% attendance record. |
	2	Apply basic research techniques to sourcing and selecting appropriate academic data and literature.		
	3	Integrate oral, written, listening, reading, non-verbal and diagrammatic skills to effect clear communication.		
	4	Ability to analyse data and		

			various modes of information using appropriate techniques.	The opportunity to interface regularly with noted platforms in College, University of Plymouth library and independent environments to develop an understanding of the implications of the use of different e-learning for research. Acquisition of B.2 to B.5 via a combination of small group lectures (listening, writing and reading); small group-based tutorial labs/coursework (oral, reading, listening and written presentation); and individual coursework (oral, and written presentation) and summative examination (reading and writing). Additional support is provided through the provision of small peer-led tutorial group work and of individual tutorial support; College module-specific subject specialists delivering modules; guest speakers (industry/topic specific); monitoring and appraisal by College academic management.	
		5	Ability to begin to evaluate and start to apply, reasoned thinking and supportive evidence collation to conflicting sets of information and academic opinion.		

C	**Practical Skills**	
To obtain practical skills with the ability to:	Teaching/learning methods and strategies	Assessment methods and strategies via...
1 — Employ key communication skills appropriate to undergraduate study, inclusive of written, oral, reading, speaking, numerical, graphical and diagrammatic manipulation and presentation of information.	Communication skills are central to all teaching, class/lab-based learning and self directed study; these are tested out throughout all assessment practices. Students are encouraged to explore and develop variety of communication skills, under pinned by the ILSC module.	Integrated themes used across the continuous assessment framework for the programme to test robust capability skills in a number of environments.
2 — Employ analytical skills and methodologies as a basis to further study.		A combination of summative (closed-book) examinations and summative coursework along with written assignments, portfolios and in-course assessments/tests, computer-based coursework and tests, project reports, presentations and practical's.
3 — Ability to begin to engage critically with regard to the underlying challenges facing economies, sectors and businesses.	Application of the central economic, business management and business themes throughout all core modules of the programme via examples and topics for assessment regimes.	Integrated themes used across the continuous assessment framework for the programme to test robust capability skills in a number of environments.
D	**Transferable Skills**	
To obtain transferable skills with the ability to:	Teaching/learning methods and strategies	Assessment methods and strategies via...
1 — Select, read, digest, summarise and synthesise information material in a variety of forms, both qualitative and quantitative (text, numerical data and diagrammatic) and in an appropriate manner to identify and determine key facts/themes and relevancy.	Embedded in all aspects of delivery and assessment structures is the need to disseminate information presented in a variety of forms and modalities. Using a combination of all delivery and assessment styles (oral and written, group and individual) used within the programme to demonstrate competence in presentation, reports, long and short essays (to enhance summarisation techniques and limit collusion and plagiarism), timed-assignments (indicating knowledge, organisation, time management and clear communication ability), of the following: design a persuasive message from the audience's perspective; demonstrate effective	A combination of summative (closed-book) examinations and summative coursework along with written assignments and in-course assessments, computer-based coursework, project reports, portfolios and presentations. Indicating an ability to effectively manage a complex and flexible timetable, combining a variety of delivery and assessment modes, some of which are conflicting in submission and style (oral/written and individual/small group, to demonstrate effective organisation, self-reliance and time-management skills.
2 — Use and clearly communicate discursive, numerical, statistical and diagrammatic ideas, concepts, results and conclusions using appropriate technical and non-technical language and language style, structure and form.		
3 — Apply basic research and referencing techniques to all aspects of study, information		

		collation, information presentation and formulation of academic opinion.	presentation delivery skills in a variety of situations; leave effective voice-mail messages; write persuasive E-mails, memos letters; and write factual essays and reports in plain English. These skills are reflective of in-context reading, writing, oral and speaking skills and enhanced language acquisition.	
	4	Embed the importance of self-study and reliance. This involves cultivating and developing a responsibility within each student to take cognizance for their own learning, initiative, effective time-management and self-discipline within the academic and professional environments.		
	5	Begin to develop a very good conceptual understanding and evaluation of the main aspects of the cognate area and the wider commercial and economic context.		
Assessment Regulations	Summary: The programme is compliant with both the generic assessment regulations of Navitas UK and those of the College; see CPR QS9. Each module within the programme/stage of study has an associated Module Outline Guide (MG) that may be broadened into a Definitive Module Document (DMD) either of which will be provided to students at the beginning of their studies. These documents offer generic information on the Aims and Specific LOs of the subject/s under study, basic references and the attendance and notional contact requirements. They also include topics/subject areas of study and outlines of the assessment events. Each module has an associated textbook, as prescribed by the University's Module Outlines, and a specifically developed Module Content Guide (MG) which includes the types of assessment activities employed, teaching methods, resources, assessment criteria and expectations, contact details of the tutor/s, referencing (if applicable) and submission/completion requirements. Contained is also a detailed lecture-by-lecture schedule of subject's students can be expected to cover over the teaching period. This acts as a useful reference for study and revision purposes. All assessment is designed to reflect and measure both an individual's and a cohort's achievement against the Specific LOs of the module and Intended LOs of the programme. In-course written, reading, listening and oral assessment is built in to all modules through general interaction between tutors and students, student peer review and small group tutorials or individual tutorials/appraisals. Modes of assessment include essay/report writing, oral presentation (group or individual, and poster), portfolio, and e-based, in-class or take home exercises/tests. All written assessments must follow certain criteria in style and submission as noted in the relevant Module Content Guides. This form of assessment is considered fundamental to a student's ability to communicate ideas and evidence with clarity, relevance and logic in a planned and organised manner. Plain writing style, syntax and grammar are core skills that can be enhanced to support the maturing of individual students' composition and thus academic and transferable proficiency. Oral presentations, whether part of formal or informal assessment practice, are encouraged within all modules as they promote, among others, transferable skills and can identify those students who may be plagiarising material. It is advised, however, that they should not make up more than 60% of the final module mark unless as part of the learning rational. Oral group presentations should ideally contain no more than five (5) students, unless specific reasoning is applied. Each member, irrespective of their role, should be awarded the same mark unless where obvious differentiation arises, for management of this process see CPR QS9. This form of expression should not be allocated more than fifty (50) minutes per group, with less than a 30% weighting. Time limits must be upheld by tutors so as to ensure all students have the same opportunity to perform. Furthermore, tutors ought to notify students as to the materials available to them before preparation takes place. Final summative examination normally adheres to closed-book, invigilated, timed conditions and takes place during allocated exam periods of a programme. It represents a more Abstract measure of a student's achievement as a consequence of the Specific LOs associated with a module. It is utilised as a key measure of quality in teaching standards and provides a basis to aspects of delivery and environment which takes place at the conclusion of a semester by College academic services, see CPR QS9. Marks indicated in the relevant DMDs cannot be referred. Only in extenuating circumstances, sickness, personal tragedy or in the possibility of a clerical error, will deferral take place, see CPR QS9. Formal assessment modalities (coursework and examination, respectively), combine to produce the following weightings applied to any give module:

Coursework	Examination
100%	0%
80%	20%
70%	30%
60%	40%
50%	50%
40%	60%
30%	70%
20%	80%
0%	100%

=Successful completion of a module is based on attaining the required overall pass grade prescribed. All students must achieve a grade C* in the Interactive Learning Skills and Communication (see DMD ILSC1&3). The assessment mode for a given module is based on the desired Specific LOs, their expressions can be found in the relevant DMD. Students must be briefed at the beginning of each module as to which weightings are in use. They should also be clearly advised as to the marking criteria and, hence, the achievement requirements for each grade cluster.

Where a student has a special need or disability, appropriate steps must be taken by the College, academic staff and/or internal/external invigilators to ensure that the need is recognised and a justified outcome identified, see CPR QS9.

Demonstration of achievement:

Students must pass all modules at the prescribed grade in order to progress to the next stage of their educational continuum, see Progression Criteria, below.

Categories of performance and grading levels:

A and A*(High Distinction) – Distinctive level of knowledge, skill and understanding which demonstrates an authoritative grasp of the concepts and principles and ability to communicate them in relation to the assessment event without plagiarism or collusion. Indications of originality in application of ideas, graphical representations, personal insights reflecting depth and confidence of understanding of issues raised in the assessment event.

B and B* (Distinction) – Level of competence demonstrating a coherent grasp of knowledge, skill and understanding of the assessment and ability to communicate them effectively without plagiarism or collusion. Displays originality in interpreting concepts and principles. The work uses graphs and tables to illustrate answers where relevant. Ideas and conclusions are expressed clearly. Many aspects of the student's application and result can be commended.

C and C*(Credit) – Level of competence shows an acceptable knowledge, skill and understanding sufficient to indicate that the student is able to make further progress. The outcome shows satisfactorily understanding and performance of the requirements of the assessment tasks without plagiarism or collusion. Demonstrates clear expression of ideas, draws recognisable and relevant conclusions.

D (Pass) – Evidence of basic competence to meet requirements of the assessment task and event without plagiarism or collusion. Evidence of basic acquaintance with relevant source material. Limited attempt to organise and communicate the response. Some attempt to draw relevant conclusions.

F (Fail) – The student's application and result shows that the level of competence being sought has not yet been achieved. The assessed work shows a less than acceptable grasp of knowledge, skill and understanding of the requirements and communication of the assessment event and associated tasks.

Generic marking criteria:

Response – the response must address all parts of the question, that is not just a part or parts of the question. A response that is not specifically tailored to the needs of the question will not be accepted.

Structure – the student has identified the main issues of the question and attached the appropriate emphasis to them; has stated their agreement accurately and in some detail; and has utilised the supporting data.

Context – the student has displayed knowledge of the basic subject matter under assessment; has included only relevant material where required; has provided a written agreement or mathematical/numerical/diagrammatic/modelled statement and, in doing so, has addressed all aspects of it in reaching a conclusion; and has provided a clear understanding of a question in reaching a conclusion.

Presentation – due credit, specified as a percentage of the marking criteria, will be given for a succinct and fluent writing style.

	Illegible material will not be given due credit, specified as a percentage of the marking criteria. Penalty – a student will be penalised if they have not tackled each issue of a question separately, stating their agreement and or rationalised progression, and then applying this to the facts; and will be penalised for not providing evidence of academically based reasoning in an answer. Sources – the student should provide accurate referencing; it is essential that a student does not plagiarise from any source, see CPR QS9.
Moderation	See CPR QS9 – All examination papers are internally moderated through a peer review process. The College undertakes second marking by exception on request or following statistical analysis. Model answers are prepared alongside examination papers.
Progression Criteria	See Appendix 2 of this document; also see relevant DMDs and MIDs in *Associated Documentation* (noted below) Stream 1: minimum pass mark of 50% achieved in all modules Stream 2: minimum pass mark of 50% achieved in all modules Where agreed with the Faculty of Business, Saudi Arabian, Kuwaiti, Qatari and Omani Embassy sponsored students may progress directly onto Stage One of the University degree, as long as all of the assessment and progression criteria have been met.
Failure to Progress	See CPR QS9 – Summary: a student may not fail any module more than three times; failure of a module that the student is judged through the processes set out in Sections 8 and 9 in CPR QS9. Depending on the amount of credits failed a student may be allowed a referral in the failed assessment elements. Failure of a student to successfully complete a module on the repeat of that module will result in referral to the College Progression Board for a student management decision to be made
Associated Documentation	Definitive Module Documents (DMDs) as follows: DMD UF/BUS101; DMD UF/ILSC1&3; DMD UF/BUS103; DMD UF/SCI101MB; DMD UF/BUS105; DMD UF/BUS106; DMD UF/BUS107; DMD UF/BUS108; DMD UF/SCI102
	Module Content Guides (MGs) as follows: MID UF/BUS101; MID UF/ILSC1&3; MID UF/BUS103; MID UF/SCI101MB; MID UF/BUS105; MID UF/BUS106; MID UF/BUS107; MID UF/BUS108; MID UF/SCI102
	Associated teaching aids for a module as required
	Associated Student Handbook
	College Policies and Regulations (CPRs)
Human Resource	Sessional academics (tutors) – with appropriate qualifications, experience and abilities. Guest speakers – relevant industries as requested by the College.
Built Environment	All lectures/classes/labs and small group tutorials are held in the designated UPIC class rooms, seminar rooms and dedicated IT laboratories; students are encouraged to use University of Plymouths library and e-learning facilities for self-directed study; students are encouraged to use their private IT facilities where possible; field-trips will be taken as required.
E-learning	College Portal; University Moodle; Library
Library	Charles Seale-Hayne library

Programme Framework	**University Foundation in Business Studies – Stream 1 Two Semester**

University Foundation in Business Studies – Stream 1 Two Semester

University Foundation – All Business-Related Pathways Stream 1				
Core Modules		**Credit Points**	***%* Examination** *(closed-book and timed conditions)*	***%* Coursework** *(oral and written communication – small group and individual)*
Module Code	***Module Name***			
BUS101	Accounting	10	60	40
ILSC1&3	Interactive Learning Skills and Communication 1&3	20	30	70
BUS103	Economics	20	50	50
SCI101MB	Numerical Techniques 1	20	100	0
BUS105	Business Studies	10	50	50
BUS106	Academic Writing	20	-	100
BUS107	Principles of ICT	10	50	50
BUS108	Business Law	10	60	40
Business Studies – Stream 1		**120 Credit Points**		

University Foundation in Business Studies – Stream 2 Two Semester

University Foundation – All Business-Related Pathways Stream 2				
Core Modules		**Credit Points**	***%* Examination** *(closed-book and timed conditions)*	***%* Coursework** *(oral and written communication – small group and individual)*
Module Code	***Module Name***			
BUS101	Accounting	10	60	40
ILSC1&3	Interactive Learning Skills and Communication 1&3	20	30	70
BUS103	Economics	20	50	50
SCI101MB	Numerical Techniques 1	20	100	0
BUS105	Business Studies	10	50	50
BUS107	Principles of ICT	10	50	50
BUS108	Business Law	10	60	40
SCI102	Numerical Techniques 2	20	100	0
Business Studies – Stream 2		**120 Credit Points**		

University Foundation in Business Studies – Stream 1: One Semester

University Foundation- All Business-Related Pathways: One Semester Stream 1				
Core Modules			*% Examination* *(closed-book and timed conditions)*	*% Coursework* *(oral and written communication – small group and individual)*
Module Code	**Module Name**	**Credit Points**		
ILSC1&3	Interactive Learning Skills and Communication 1&3	20	30	70
BUS107	Principles of ICT	10	50	50
SC1101MB	Numerical Techniques 1	20	100	0
BUS108	Business Law	10	60	40
BUS105	Business Studies	10	50	50
BUS101*	Accounting	10*	60	40
BUS103*	Economics	20*	50	50
Business Studies- Stream 1 One Semester		**80/90 credit points**	***optional**	

University Foundation in Business Studies – Stream 2: One Semester

University Foundation- All Business-Related Pathways: One Semester Stream 2				
Core Modules			*% Examination* *(closed-book and timed conditions)*	*% Coursework* *(oral and written communication – small group and individual)*
Module Code	**Module Name**	**Credit Points**		
ILSC1&3	Interactive Learning Skills and Communication 1	20	20	80
BUS107	Principles of ICT	10	60	40
SC1101MB	Numerical Techniques 1	20	100	0
SCI102	Numerical Techniques 2	20	100	0
BUS105	Business Studies	10	50	50
BUS101*	Accounting	10*	60	40
BUS103*	Economics	20*	50	50
Business Studies- Stream 2 One Semester		**90/100 credit points**	***optional**	

Management	The University Foundation in Business Studies programme is delivered by UPIC on the Drake Circus campus of Plymouth University. This scenario seeks to provide the necessary resources to ensure that all students enrolled with UPIC are afforded an educational experience that not only provides assimilation into campus and student life but is aligned with the standards and protocols of the University experience. The programme operates under and according to the general compliance structures determined by the Quality and Standards Office Navitas UK. This Office has oversight of all Navitas programmes operating in the UK. Any changes to a programme must be submitted via the normal Navitas UK processes through the Quality and Standards Office. The general operational management of the programme lies with UPIC's academic services which assume overall responsibility for the administrative and implementation functions. The UPIC Manager of Academic Services or nominee is responsible for the day-to-day management of the programme inclusive of attendance monitoring. UPIC provides additional tutorial support to any student who may require it, to the amount of two (2) extra contact hours per week per enrolled student. The various sessional academic module leaders/lecturers/tutors are responsible for the delivery and initial assessment of modules whilst appraisal of delivery and programme content is advised by the UPIC Manager of Academic Services or nominee in consultation with the Quality and Standards Office Navitas UK, the Head of the Plymouth Business School and associated appropriate Programme Directors/Leaders and/or Link Tutor. The Learning and Teaching Board of the College, is identified as responsible for candidate selection to the UPIC University Foundation in Business Studies.

Monitoring and Review	Formal review of the University Foundation in Business Studies programme, takes place as an annual review by UPIC with representation from the Plymouth Business School. Strategic, logistical and operational issues are developed within the remit of the Academic Advisory Committee (AAC) held on a trimester basis and chaired by Plymouth University. Progression is determined via the UPIC Board of Examiners. For a details of this review and quality management of this and all UPIC programmes, see, CPR QS9. Informal Review takes place on a regular basis via interface between students, academic services and the teaching staff using both student surveys (inclusive of i-graduate) and teaching observation
Entry Requirements	Standard and approved requirements for academic international benchmark qualifications; see CPR QS3. English language entry is at CEFR level B2 in line with UKVI requirements for FHEQ6.
Appendix 1	Intended Learning Outcomes in the constituent modules – table inserted indicating direct mapping of LOs per module.
Appendix 2	Delivery schedule incorporating notional, contact and self-directed hours of study applied to each module and therein the programme. Appendix 2a = Two Semester Appendix 2b – One Semester
Appendix 3	-
Appendix 4	-
Appendix 5	- See DMDs.

Appendix 1

Development of Programme Learning Outcomes (LOs) in the Constituent Modules:

The tables below map where the intended LOs of the programme are assessed in the core/constituent modules. It provides an aid to (i) academic staff in understanding how individual modules contribute to the programme aims, (ii) a checklist for quality control purposes, and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses. **Key:** LOs which are assessed as part of a given module ✓✓; LOs which are not explicitly assessed as part of a given module ✓.

Pathway Stage 1		Programme Intended Los												
		Knowledge and Understanding												
Core Modules	Module Code	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11	A.12	A.13
Accounting	BUS101	✓✓	✓✓	✓✓	✓	✓✓	✓	✓	✓	✓✓	✓✓	✓✓	✓✓	✓✓
Interactive Learning Skills and Communication 1&3	ILSC1&3	✓	✓	✓✓	✓	✓	✓✓	✓	✓			✓	✓✓	✓✓
Economics	BUS103	✓✓	✓✓	✓✓	✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓
Numerical Techniques 1	SCI101MB					✓✓	✓	✓✓		✓✓	✓	✓✓	✓✓	✓✓
Business Studies	BUS105	✓✓	✓✓	✓✓	✓✓	✓	✓✓	✓✓	✓	✓	✓	✓	✓✓	✓✓
Business Management	BUS106	✓✓	✓✓	✓✓	✓✓	✓	✓✓	✓	✓	✓	✓	✓	✓✓	✓✓
Principles of ICT	BUS107	✓	✓	✓		✓	✓	✓			✓	✓✓	✓✓	✓✓
Business Law	BUS108	✓✓	✓✓	✓✓	✓✓		✓	✓	✓		✓✓	✓	✓✓	✓✓
Numerical Techniques 2	SCI102			✓✓	✓✓	✓✓	✓✓	✓✓	✓	✓✓	✓✓	✓✓	✓✓	✓✓

Knowledge and understanding:

A.1	What a business is and its internal and external operating processes, inclusive of planning and strategy, growth, marketing, products/services, finance and accounting systems, information systems, and the management and development of human resources within organisations.
A.2	The world of business and commerce, including the operation of markets and market economies.
A.3	The structures, cultures and functions of business organisations and how they interact as part of core business functions and processes.
A.4	The presence and purpose of the legal and regulatory frameworks across a variety of business, commercial and economic contexts.
A.5	The theories and key concepts of economics in an interdisciplinary context.
A.6	How economics contributes to the wider range of social and political issues.
A.7	Modelling and its importance to economic thinking.
A.8	How the economic environment operates with an emphasis on the UK.
A.9	The application of numerical techniques to the business and decision making process with an emphasis on statistical and sampling methods, financial and accounting calculation and the description of economic theories and models.
A.10	The purpose and processes of basic recording of financial transactions and maintenance of accounting records in order to carry out performance monitoring within the business context and adherence to regulatory standards.
A.11	The application of ICT as a fundamental tool for extracting, sourcing, describing and presenting data and information in a variety of relevant forms, and distributing data and information via a range of channels and formats.
A.12	The techniques and forms of effective and clear communication in a variety of academic and professional settings in accordance with Level B2 'Independent User' as described by the Council of Europe, see p. 3 of this document for reference.
A.13	The role and importance of the study of the history of scholarship as a basis to determining a full understanding, correct use of accurate nomenclature and an appreciation of fundamental concepts associated with a subject area.

(FHEQ 3)	Intended Los												
	Intellectual Skills					**Practical Skills**			**Transferable Skills**				
UPIC Core Modules	**B.1**	**B.2**	**B.3**	**B.4**	**B.5**	**C.1**	**C.2**	**C.3**	**D.1**	**D.2**	**D.3**	**D.4**	**D.5**
Accounting — BUS101	✓✓	✓✓	✓✓	✓	✓✓	✓	✓		✓✓		✓✓	✓✓	
Interactive Learning Skills and Communication 1&3 — ILSC1&3	✓	✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓	✓	✓
Economics — BUS103	✓	✓	✓✓	✓	✓✓	✓✓	✓	✓✓	✓✓	✓	✓	✓	✓
Numerical Techniques 1 — SCI101MB	✓	✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓	✓	✓
Business Studies — BUS105	✓	✓	✓✓	✓	✓✓	✓✓	✓	✓✓	✓✓	✓	✓	✓	✓
Business Management — BUS106	✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓	✓	✓
Principles of ICT — BUS107	✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓	✓	✓
Business Law — BUS108	✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓	✓	✓
Numerical Techniques 2 — SCI102	✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓	✓	✓

Intellectual skills:

B.1	Make full use of library and College/University e-learning search (catalogue and bibliographic) resources.
B.2	Apply basic research techniques to sourcing and selecting appropriate academic data and literature.
B.3	Integrate oral, written, listening, reading, non-verbal and diagrammatic skills to effect clear communication.
B.4	Ability to analyse data and various modes of information using appropriate techniques.
B.5	Ability to begin to evaluate and start to apply, reasoned thinking and supportive evidence collation to conflicting sets of information and academic opinion.

Practical skills:

C.1	Employ key communication skills appropriate to undergraduate study, inclusive of written, oral, reading, speaking, numerical, graphical and diagrammatic manipulation and presentation of information.
C.2	Employ analytical skills and methodologies as a basis to further study.
C.3	Ability to begin to engage critically with regard to the underlying challenges facing economies, sectors and businesses.

Transferable skills:

D.1	Select, read, digest, summarise and synthesise information material in a variety of forms, both qualitative and quantitative (text, numerical data and diagrammatic) and in an appropriate manner to identify and determine key facts/themes and relevancy.
D.2	Use and clearly communicate discursive, numerical, statistical and diagrammatic ideas, concepts, results and conclusions using appropriate technical and non-technical language and language style, structure and form.
D.3	Apply basic research and referencing techniques to all aspects of study, information collation, information presentation and formulation of academic opinion.
D.4	Embed the importance of self-study and reliance. This involves cultivating and developing a responsibility within each student to take cognisance for their own learning, initiative, effective time-management and self-discipline within the academic and professional environments.
D.5	Begin to develop a very good conceptual understanding and evaluation of the main aspects of the cognate area and the wider commercial and economic context.

Appendix 2a

Teaching Rotations: University Foundation in Business Studies 2 Semester Course
Semester 1 for all pathways

Week	Total Hours								Contact hours/week	Self-directed study hours/week
	ILSC1&3 Interactive Learning Skills and Communication 1&3		**BUS107** ICT Skills		**SCI101MB** Numerical Techniques 1		**BUS108** Business Law			
	Contact hours	Self-dir Study	Contact hours	Self-dir study	Contact hours	Self-dir Study	Contact hours	Self-dir study		
1	5	10	3	5	5	10	4	4	17	29
2	5	10	3	5	5	10	4	4	17	29
3	5	10	3	5	5	10	4	4	17	29
4	5	10	3	5	5	10	4	4	17	29
5	5	11	3	5	5	11	4	4	17	30
6	5	11	3	5	5	11	4	4	17	30
7	5	11	3	5	5	11	4	4	17	30
8	5	11	3	5	5	11	4	4	17	30
9	5	11	3	5	5	11	4	4	17	30
10	5	11	3	5	5	11	4	4	17	30
11	5	11	3	5	5	11	4	4	17	30
12	5	11	3	5	5	11	4	4	17	30
13	2	10	2	2	2	10	2	2	8	24
Total hours / module	62	138	38	62	62	138	50	50	212	388
Notional hours / module	200		100		200		100		600	
Credit Points	20		10		20		10		60	

University Foundation in Business Studies Stream 1
Semester 2

Week	Total Hours								Contact hours/week	Self-directed study hours/week
	BUS101		**BUS103**		**BUS105**		**BUS106**			
	Accounting		Economics		Business Studies		Academic Writing			
	Contact hours	Self-dir Study	Contact hours	Self-dir Study	Contact hours	Self-dir Study	Contact hours	Self-dir Study		
1	4	4	4	11	4	4	5	10	17	29
2	4	4	4	11	4	4	5	10	17	29
3	4	4	4	11	4	4	5	10	17	29
4	4	4	4	11	4	4	5	10	17	29
5	4	4	4	11	4	4	5	11	17	30
6	4	4	4	11	4	4	5	11	17	30
7	4	4	4	12	4	4	5	11	17	31
8	4	4	4	12	4	4	5	11	17	31
9	4	4	4	12	4	4	5	11	17	31
10	4	4	4	12	4	4	5	11	17	31
11	4	4	4	12	4	4	5	11	17	31
12	4	4	4	12	4	4	5	11	17	31
13	2	2	2	12	2	2	2	10	8	26
Total hours / module	50	50	50	150	50	50	62	138	297	388
Notional hours / module	100		200		100		200		600	
Credit Points	10		20		10		20		60	

University Foundation in Business Studies Stream 2

Semester 2

Week	Total Hours								Contact hours/week	Self-directed study hours/week
	BUS101		**BUS103**		**BUS108**		**SCI102**			
	Accounting		Economics		Business Law		Numerical Techniques 2			
	Contact hours	Self-dir Study	Contact hours	Self-dir Study	Contact hours	Self-dir Study	Contact hours	Self-dir Study		
1	4	4	4	11	4	4	4	11	16	29
2	4	4	4	11	4	4	4	11	16	29
3	4	4	4	11	4	4	4	11	16	29
4	4	4	4	11	4	4	4	11	16	29
5	4	4	4	11	4	4	4	11	16	30
6	4	4	4	11	4	4	4	11	16	30
7	4	4	4	12	4	4	4	12	16	31
8	4	4	4	12	4	4	4	12	16	31
9	4	4	4	12	4	4	4	12	16	31
10	4	4	4	12	4	4	4	12	16	31
11	4	4	4	12	4	4	4	12	16	31
12	4	4	4	12	4	4	4	12	16	31
13	2	2	2	12	2	2	2	12	10	26
Total hours / module	50	50	50	150	50	50	50	150	202	400
Notional hours / module	100		200		100		200		600	
Credit Points	10		20		10		20		60	

Appendix 2b

Teaching Rotations: University Foundation in Business Studies 1 Semester Course
Business Studies Stream 1

Week	Total Hours												Contact hours /week	Self-directed study hours /week
	ILSC1&3 Interactive Learning Skills and Communication 1		**BUS107** ICT Skills		**SCI101MB** Numerical Techniques 1		**BUS108** Business Law		**BUS105** Business Studies		**BUS101/BUS103** Accounting/Economics Optional Modules			
	Contact hours	Self-dir Study	Contact hours	Self-dir study	Contact hours	Self-dir Study	Contact hours	Self-dir study	Contact hours	Self-dir study	Contact hours	Self-dir study		
1	5	10	3	5	5	10	4	4	4	4	4	4/11	25	35/42
2	5	10	3	5	5	10	4	4	4	4	4	4/11	25	35/42
3	5	10	3	5	5	10	4	4	4	4	4	4/11	25	35/42
4	5	10	3	5	5	10	4	4	4	4	4	4/11	25	35/42
5	5	11	3	5	5	11	4	4	4	4	4	4/11	25	36/43
6	5	11	3	5	5	11	4	4	4	4	4	4/11	25	36/43
7	5	11	3	5	5	11	4	4	4	4	4	4/12	25	36/44
8	5	11	3	5	5	11	4	4	4	4	4	4/12	25	36/43
9	5	11	3	5	5	11	4	4	4	4	4	4/12	25	36/43
10	5	11	3	5	5	11	4	4	4	4	4	4/12	25	35/42
11	5	11	3	5	5	11	4	4	4	4	4	4/12	25	35/42
12	5	11	3	5	5	11	4	4	4	4	4	4/12	25	35/42
13	2	10	2	2	2	10	2	2	2	2	2	2/12	12	27/37
Total hours / module	62	138	38	62	62	138	50	50	50	50	50	50/150	312	452/552
Notional hours / module	200		100		200		100		100		100/200		800/900	
Credit Points	20		10		20		10		10		10/20		80/90	

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Teaching Rotations: University Foundation in Business Studies 1 Semester Course

Business Studies Stream 2

Week	Total Hours												Contact hours /week	Self-directed study hours /week
	ILSC1&3 Interactive Learning Skills and Communication 1		BUS107 ICT Skills		SCI101MB Numerical Techniques 1		SCI102 Numerical Techniques 2		BUS105 Business Studies		BUS101/BUS103 Accounting/Economics Optional Modules			
	Contact hours	Self-dir Study	Contact hours	Self-dir study	Contact hours	Self-dir Study	Contact hours	Self-dir study	Contact hours	Self-dir study	Contact hours	Self-dir study		
1	5	10	3	5	5	10	4	11	4	4	4	4/11	**25**	42/49
2	5	10	3	5	5	10	4	11	4	4	4	4/11	25	42/49
3	5	10	3	5	5	10	4	11	4	4	4	4/11	25	42/49
4	5	10	3	5	5	10	4	11	4	4	4	4/11	25	42/49
5	5	11	3	5	5	11	4	11	4	4	4	4/11	25	43/50
6	5	11	3	5	5	11	4	11	4	4	4	4/11	25	43/50
7	5	11	3	5	5	11	4	12	4	4	4	4/12	25	44/52
8	5	11	3	5	5	11	4	12	4	4	4	4/12	25	44/52
9	5	11	3	5	5	11	4	12	4	4	4	4/12	25	44/52
10	5	11	3	5	5	11	4	12	4	4	4	4/12	25	43/51
11	5	11	3	5	5	11	4	12	4	4	4	4/12	25	43/51
12	5	11	3	5	5	11	4	12	4	4	4	4/12	25	43/51
13	2	10	2	2	2	10	2	12	2	2	2	2/12	12	37/47
Total hours / module	62	138	38	62	62	138	50	150	50	150	50	50/150	312	552/652
Notional hours / module	200		100		200		200		100		100/200		900/1000	
Credit Points	20		10		20		20		10		10/20		90/100	