BA (Hons) Business with Foundation Year Programme Handbook

Introduction to the Programme

Welcome to the BA (Hons) Business with Foundation Year degree programme.

The programme and themed routes are made up of the core modules listed below which are studied across levels three, four, five and six. An outline of the content of each of the modules and the assessment methods used can be found in the Module Definition Form section on iLearn.

Each 20-credit module is equivalent to 200 hours of self- guided learning.

What is CMI?

CMI is The Chartered Management Institute and is an awarding body that delivers qualifications for managers. They are the only chartered professional body dedicated to promoting the highest standards in management and leadership excellence. CMI offers practical, proven solutions for individual managers, employers, and education providers alike. Their mandate is to create better led and managed organisations.

What does the student need to do?

Once the student has enrolled onto Level 4 of the BA (Hons) Business programme, Arden University will register their membership with the CMI. This will provide the student with a wide range of resources that may help them during their studies. CMI offers practical help, fast advice, new ways to learn, handy tools and techniques, regular newsletters, access to events, and mentoring services. Once the student has completed the programme, they will receive a Diploma at the relevant level, which is a qualification that is valued by employers making them more marketable.

	Module	Credits	BA (Hons) Business with Foundation Year	BA (Hons) Business (Finance) with Foundation Year	BA (Hons) Business (HRM) with Foundation Year	BA (Hons) Business (Marketing) with Foundation Year	BA (Hons) Business (Tourism) with Foundation Year
Level 3 (Foundation Year)	Developing Academic Skills	20	x	x	x	x	x
	Using Numeracy, Data & IT	20	x	x	x	x	x
	Values, Ethics & Working Collaboratively	20	x	x	x	x	x
	Research Skills and Using Information	20	x	x	x	x	x
	Structure of Business	20	x	x	x	x	x
	Technology in Organisations	20	x	x	x	x	x
Level 4	Developing Personal and Management Skills	20	x	x	x	x	x
	Understanding the Business Environment	20	x	x	x	x	x
	Principles of Marketing	20	x	x	x	x	x
	Introduction to Finance	20	x	x	x	x	x
	People in Organisations	20	x	x	x	x	x
	Management Information Systems	20	x				
	Management Accounting	20		x			
	Managing Human Resources	20			x		
	Marketing Communications	20				x	
	Understanding the Tourism Environment	20					x
Level 5	Managing Across Cultures	20	x	x	x	x	x
	Business Processes	20	x	x	x	x	x
	Enterprise and Entrepreneurship	20	x	x	x	x	x

	Module	Credits					
	Business Analysis	20	x	x	x	x	x
	Managing Knowledge	20	x				
	Managing Change in Organisations	20	x		x		
	Financial Reporting	20		x			
	Financial Auditing	20		x			
	Planning Human Resources	20			x		
	Market Intelligence	20				x	
	Marketing Planning	20				x	
	Contemporary Issues in Tourism Management	20					x
	Sustainable Tourism Management	20					x
Level 6	Contemporary Management Issues	20	x	x	x	x	x
	Strategic Management	20	x	x	x	x	x
	Managing Self and Others	20	x	x	x	x	x
	International Management	20	x				
	Financial Decision Making	20		x			
	Strategic Issues in Human Resource Management	20			x		
	International Marketing	20				x	
	International Destination Management	20					x
	Research Methods and Dissertation	40	x	x	x	x	x

Please note that modules may not be delivered in this order, please refer to the module delivery schedule on ilearn.

BA (Hons) Business with Foundation Year

1. **Target Award**	BA (Hons)
2. **Programme Title**	BA (Hons) Business with Foundation Year
3. **Exit Awards**	Foundation Certificate Certificate of Higher Education in Business with Foundation Year Diploma of Higher Education in Business with Foundation Year BA Business with Foundation Year
4. **Programme Leader(s)**	Foundation Year: Towella Ngambi Business: Alison Watson
5. **Delivery Model**	Online Blended Learning
6. **Start date**	September 2019
7. **Programme Accredited by** *(PSRB or other, if applicable)*	CMI
8. **UCAS Code** *(If applicable)*	
9. **Relevant QAA subject benchmark statement**	General Business Management (2007) subject to consultation October 2014.

10. Programme Aims

The overall aim of the Arden University BA (Hons) Business with Foundation Year is to enable students to acquire knowledge, understanding and a range of practical skills relating to key and inter-connected business and management disciplines which are applicable to a range of commercial and non-commercial sectors, local, national and global, and in a variety of geographical and cultural settings. Simultaneously students will develop a range of transferrable skills that will assist them in as they pursue business and management careers or further relevant study.

More specifically at Level 3 it will:
- enable learners to confidently identify and use relevant understanding, methods and skills to complete tasks and address problems.
- equip learners with basic numeracy, academic and research skills in preparation for future undergraduate study.
- enable learners to take responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters.
- reflect awareness of different perspectives or approaches when collaborating with others within an area of study or work.
- enable learners to develop a basic understanding across a range of management and technology disciplines.

At Levels 4-6 it will:
- enable students to develop professional level skills and understanding across a range of business and management disciplines.
- emphasise understanding and responsiveness to change and consideration of the future of organizations and the external environment in which they operate.
- promote understanding of the key aspects of current practice and the interconnectedness of in the field of business and management while acknowledging current and emerging developments in related disciplines.
- equip students with the essential employability skills and tools to work professionally in a business environment and to be effective practitioners, when working independently and when collaborating with others as part of multidisciplinary and diverse teams.

- enable students to communicate effectively through a variety of media and presentational forms used in business.
- equip students to work within multicultural settings and to appreciate the complexity of decision making in such contexts.
- develop those entrepreneurial skills which best support the growth of enterprise and the creation of new businesses.
- provide an intellectually stimulating online academic environment in which students can develop confidence as independent learners and as members of an international community of learners and thereby inspire students to become lifelong learners.

The programme provides for a Level 6 (Honours level) only. Entrants into it will possess a Business related a Diploma, for example an HND, and will join with 240 credits. The programme is designed to provide opportunities for students to develop their knowledge and skills in business in a flexible way. Learning materials have been developed which allow students to maximise the time they have available for study and the programme structure allows students to determine the pace at which they learn. The programme also provides a range of supports for distance learning students thereby allowing international access.

11. Intended programme learning outcomes and the means by which they are achieved and demonstrated		
11a. Knowledge and understanding	**The means by which these outcomes are achieved**	**The means by which these outcomes are demonstrated**
At Level 3: With due regard to the QAA Recognition Scheme for Access to HE: The Access to Higher Education Diploma specification 2018, the intended programme learning outcomes are for students at Level are to: A1/0 Use factual, procedural and theoretical understanding to complete tasks At Levels 4-6: A1 Understand the external environment in which organisations operate, locally, nationally and internationally and its impact upon the strategy, behaviour, management and sustainability of organisations including how they are managed wherever they are. A2 Utilise a range of data sources and business tools to understand how organisations respond to change and improve business performance. A3 Recognise the importance of individual and corporate behaviours and cultures which exist within and between	Acquisition of knowledge and understanding (A1 – A5) at all levels is achieved through a blended and integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity. That is: Asynchronous ▪ Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accesses through our VLE ▪ Guided group / project-based work ▪ Discussion forums where students discuss and critically engage with themes emerging from the materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves ▪ Podcasts and narrated PowerPoints Synchronous ▪ Online tutorials facilitated by VOIP's where theory and practice are integrated ▪ Classroom based teaching (lectures, seminars & tutorials) Based upon the profile of our typical student body, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances. Independent study is the cornerstone of the learner experience, supported by peer engagement and regular engagement with the tutor.	Assessment methods and strategies: Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, critical self-reflection, portfolios of evidence, sector report production, preparation of a subject-specific plan, etc.

organisations and their influence upon the external environment. A4 Analyse the internal aspects of organisations, their functions and processes including their diverse nature, purposes, structures, governance, operations and management, together with the individual and corporate behaviours and cultures which exist within and between organisations and their influence upon the external environment. A5 Apply a range of theoretical management concepts, models and processes to decision-making in the organisation and future planning, practical organisational or industry sector issues or problems, displaying sensitivity to differing cultural and ethical contexts in decision making.	There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, times examinations, etc., and our formative assessment policy informs how feedback is supplied by tutors at the formative and summative assessment phase. Critical analysis is encouraged at all levels culminating in a Dissertation. All students complete an induction module prior to starting on subject discipline units of work. The Induction Module requires students to undertake a range of tasks that both test and develop subject specific and online pedagogical knowledge, understanding and skills.	
11b. Intellectual (thinking) skills	**The means by which these outcomes are achieved**	**The means by which these outcomes are demonstrated**
At Level 3 B1/0 Apply knowledge and understanding to basic, non-complex situations to solve problems. At Levels 4-6: B1 Engage in critical thinking and be able to accurately identify issues and formulate	Intellectual skills (B1 – B5) are developed throughout the programme by the methods and strategies outlined in section A, above. Intellectual development (B6) is further encouraged via formative assessment tasks including set briefs, in-module activities, self-initiated briefs, and discussion with tutors and peers (in online forums/debates). Specific modules support the development of quantitative and qualitative analysis, and the development of self-reflective skills. In addition, the student's thinking skills will be evident in a	Assessment methods and strategies: Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include

an articulate response in given contexts. This will include the selection and synthesis of information from a variety of sources, discerning between assumptions and evidence. B2 Apply theoretical concepts and practical techniques to problem solving and decision-making in order to generate solutions to complex business problems. B3 Analyse, synthesise and interpret diverse quantitative and qualitative data to extrapolate important data/conclusions with which to reach a conclusion based upon logic and evidence. B4 Generalise appropriately to utilise judgement to draw appropriate conclusions and make recommendations from one context to another.	summative assessment process which requires and rewards learners for the demonstration of creative thinking and problem solving, analysis, judgement and self-reflection in the development of solutions. Throughout, the learner is encouraged to develop intellectual skills by undertaking further independent study and research in order to further consider a range of perspectives.	case study analysis, written essay, critical self-reflection, portfolios of evidence, sector report production, preparation of a targeted plan, etc.
11c. Practical skills	**The means by which these outcomes are achieved**	**The means by which these outcomes are demonstrated**
Level 3 C1/0 Demonstrate a range of core academic skills to support study at undergraduate level.	Practical and professional skills are employed in the production of solutions to real life situations developed through exercises and practical case study type activities culminating in summative assessment tasks as noted in assignment briefs. The important modern-day skills of managing or leading projects and/or teams working within differing organisational and national cultures are provided by specific modules, as are specific inputs with an emphasis upon practical functional decision-making skills related to business and management knowledge.	To support the development of practical skills, students must supply worked materials and evidence in completion of their assignments. Critical reasoning, good presentation and sound evidence trails in all assignments are rewarded. Assessment briefs include a variety of commercial and geographical

		contextual setting. Students receive formative feedback on all tasks, activities and assessment which includes practical examples towards improvement.
C2/0 Identify, access and evaluate a range of information sources for currency, scope and credibility. At Levels 4-6: C1 Select appropriate business and management analytical tools processes and models in the construction of business and management projects, plans and decision-making C2 Engage with a variety of communication methodologies and apply them to practice. C3 Effectively self-manage their time, planning, learning behaviours and motivation. C4 Demonstrate flexibility in adapting to different business contexts and articulate reasoned evidence and conclusions.	Practical skills are further developed and integrated through a series of in-course online activities and projects intended to test skills acquired. (C1 - C3). Group discussion forums provide opportunities for peer to peer discussion of ideas, progress, the work of others and the strengths and weakness in the work and ideas presented and particularly support the development of C4. Activities are provided so that students can work independently to consolidate their knowledge and grasp of practical skills. The in-course activities and assessment process in the final year particularly emphasise the acquisition of C4 with specific modules devised to highlight the practical differences in business and management skills required in differing contexts.	
11d. Transferable skills	**The means by which these outcomes are achieved and demonstrated**	**The means by which these outcomes are demonstrated**
D1/0 Use effective written communication skills in a variety of tasks which are suitable for a specified audience. At Levels 4-6:	Transferable skills (D1 – D6) are developed throughout the programme. The skills of communication, critical use and acknowledgement of source material especially the internet, and self-management (D1, D2, and D3) are integral to coursework at all levels. Independent study (D3) becomes an increasingly important skill as students' progress, culminating in the writing of the Dissertation.	To embed transferable skills all assignments must meet time deadlines and word count guidelines as guided by our policies All assessed work must be submitted independently even where group activity has been an element of the process. Students must take

D1 Use diverse communication and information technologies effectively for business and management applications	All modules promote practical application and employability that a student may develop further in their Dissertation topic at level 6 if they wish.	responsibility for their own work. All assignments require students to engage in critical enquiry and self-reflection which is rewarded in marking guides. These guides, in line with good practice are available to students and are included with every assignment brief.
D2 Critically self-reflect including self-awareness, openness and sensitivity to diverse cultures and contexts in business and management activity.	Modules increasingly include content with regard to the global business environment and matters of culture. The Managing Across Cultures module at level 5, combined with the Contemporary Management Issues module at level 6 provide a targeted focus for these aspects in also evidenced in the supporting materials and assessments used throughout the programme.	
D3 Work effectively as an independent learner while demonstrating understanding of being part of a global virtual team, taking personal responsibility for their own efforts and outputs.	As work becomes more progressively more complex at levels 5 and 6, students are required to draw upon their skill sets to manage increasingly large workloads. (D3, D5). Students are required to complete a number of assignments and a Dissertation in level 6 that demonstrate independence and originality, and critical enquiry, and which further enhance communication and self-reflective skills. (D3 – D6)	
D4 Utilise problem-solving skills in a variety of theoretical and practical situations including the areas of enterprise and entrepreneurship and management.		
D5 Develop interpersonal skills of effective listening, negotiating, persuasion and presentation.		

12. Graduate Attributes and the means by which they are achieved and demonstrated
Graduate Attributes
The concept of the Arden University Graduate, based upon the definition of 'graduate attribute' by Bowden et al (2000) has been developed around 6 attributes E01 - Discipline Expertise E02 - Effective Communication E03 - Responsible Global Citizenship E04 - Professional Skills E05 - Reflective Practitioner E06 - Lifelong Learning All six attributes are relevant to this programme.
The means by which these outcomes are achieved and demonstrated
The achievement of these attributes is integrated into all programmes of study curriculum, unit study tasks (individual and group work) and through summative assessment tasks.

13. Learning and teaching methods and strategies
Learning and teaching methods and strategies are delivered through a blended and integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity. **For Online Learners:** Asynchronous   - Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accesses through our Virtual Learning Environment   - Guided group / project-based work   - Research tasks   - Discussion forums where students discuss and critically engage with themes emerging from the online materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves.   - Podcasts and narrated PowerPoints   **For Blended Learners:** Synchronous   - Face to face activity workshops and seminars where theory and practice are integrated.   - Independent and directed student study, supported throughout by comprehensive teaching materials and resources.   - Guided group / project-based work   Based upon the profile of our typical student profile, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances. Developing independent study skills is the cornerstone of the learner experience, supported by peer engagement and engagement with the tutor and academic skills team. There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, timed examinations, portfolios of work etc., and our assessment policy informs how feedback is supplied by tutors at the formative and summative assessment stage.

14. Assessment methods and strategies
Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study

analysis, written essay, critical self-reflection, portfolios of evidence, sector report production, preparation of a targeted sector plan, time constrained tests, etc.	

15. Employability

Our approach pays due regard to the UKCES report 'The Employability Challenge' (2009a) definition of employability, 'the skills almost everyone needs to do almost any job. They are the skills that must be present to enable an individual to use the more specific knowledge and technical skills that their particular workplaces will require.' Employability is an important strand integrated into the curriculum, learning tasks and summative assessment.

16. Entry Requirements

- IELTS 6.0 (no less than 5.5 in any element) or equivalent for students whose medium of prior learning was not English.
- Candidates who demonstrate an ability to study the programme as evidenced through previous a personal statement (of between 350-500 words) or interview taking into account:
- their motivation for undertaking the programme
- relevant work experience
- prior qualifications
- references

17. Programme Structure

Level 3

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
	Developing Academic Skills	20	C	Portfolio of tasks
	Using Numeracy, Data & IT	20	C	Portfolio of 2-3 tasks
	Research Skills and Using Information	20	C	Portfolio including PowerPoint slides with speaker notes and a research report
	Values, Ethics & Working Collaboratively	20	C	Portfolio of 3-4 tasks
	Structure of Business	20	C	Portfolio of tasks
	Technology in Organisations	20	C	Portfolio of tasks

Level 4

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
HRM4001	Developing Personal and Management Skills	20	Core	Portfolio of Personal Development Tasks
BUS4001	Understanding the Business Environment	20	Core	Assignment
MKT4001	Principles of Marketing	20	Core	Case Study based Assignment
FIN4001	Introduction to Finance	20	Core	24 hr Time Constrained Assessment
HRM4002	People in Organisations	20	Core	Assignment
BUS4002	Management Information Systems	20	Core	Case Study

Level 5

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
BUS5001	Managing Across Cultures	20	Core	Report
BUS5002	Business Processes	20	Core	Case Study
BUS5003	Enterprise and Entrepreneurship	20	Core	Business Plan and Business Idea Pitch
BUS5004	Business Analysis	20	Core	Individual Assignment
BUS5005	Managing Knowledge	20	Core	Report
BUS5006	Managing Change in Organisations	20	Core	Case Study

Level 6

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
BUS6001	Contemporary Management Issues	20	Core	Report
BUS6002	Strategic Management	20	Core	Case Study
HRM6001	Managing Self and Others	20	Core	Career Development Strategy
BUS6003	International Management	20	Core	Group Presentation with Individual Report and Written Assignment Tasks
RES6001	Research Methods and Dissertation	40	Core	Major Project (Dissertation)

18. Subject: N100 Business Studies	*Select from:* https://www.hesa.ac.uk/component/content/article?id=1787

Mapping of Programme Learning Outcomes and Modules – Level 3

	Modules	Module Type	A1/0	B1/0	C1/0	C2/0	D1/0
Level 3	Developing Academic Skills	C	√		√	√	√
	Using Numeracy, Data & IT	C			√		
	Values, Ethics & Working Collaboratively	C	√	√			√
	Research Skills and Using Information	C	√		√	√	√
	Structure of Business	C	√	√		√	√
	Technology in Organisations	C	√	√		√	√

Annex – Mapping of Intended Programme Learning Outcomes and Modules

	Modules	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5
Level 4	Developing Personal and Management Skills			x	x	x					x	x	x		x	x	x	x	x
	Understanding the Business Environment	x			x	x		x	x		x		x	x				x	x
	Principles of Marketing	x	x	x	x	x	x	x		x	x		x	x		x		x	x
	Introduction to Finance	x	x			x		x	x		x		x	x	x			x	x
	People in Organisations	x			x			x	x			x	x	x				x	x
	Management Information Systems		x			x	x	x	x	x	x				x	x		x	x
Level 5	Managing Across Cultures	x			x	x	x	x		x	x		x	x	x		x	x	x
	Business Processes	x	x	x	x			x	x		x		x		x			x	x
	Enterprise and Entrepreneurship	x	x		x	x	x		x				x	x	x		x	x	x
	Business Analysis	x	x	x		x		x	x	x	x						x	x	x
	Managing Knowledge			x	x		x	x	x	x	x		x	x			x	x	x
	Managing Change in Organisations	x	x				x	x	x	x	x		x					x	x
Level 6	Contemporary Management Issues	x		x	x	x	x		x		x	x	x	x		x	x	x	x
	Strategic Management	x	x	x	x	x	x	x	x		x	x	x	x				x	x
	Managing Self and Others			x	x	x	x			x		x	x	x	x	x	x	x	x
	International Management	x	x		x	x	x			x		x		x	x	x	x		x
	Dissertation	x	x			x	x	x	x	x	x	x	x			x		x	x