

**QUALITY ASSURANCE DOCUMENT QA3 – PROGRAMME SPECIFICATION**

– Programme Code	CRS (Course Code): SCFABUS001S ROU (Route Code): SCFABUS					
– Programme Title	FdA Business and Innovation					
– Target Award Title	Foundation Degree (FdA)					
– Exit Award Title(s)	<ul style="list-style-type: none"> <li>– FdA Business and Innovation (240 credits)</li> <li>– Certificate of Higher Education (CertHE) in Business and Innovation (120 credits at Level 4)</li> </ul>					
– Subject area	Foundation Degree Business and Innovation					
– School	Department: Foundation Degrees					
– Programme Team Leader(s)	Yasmin Begum (Level 4) Louise Morby (Level 5)					
– Programme Type	Blended Learning					
– Delivery Model	DL		BL F/T	x	Apprenticeship	
	F/T					
– Delivery Model	DL		BL P/T		Other	
	P/T					
Where delivery model identified as 'Other' please provide details						
– Location of delivery	All UK campuses					
– Proposed Start date	September 2025					
– Reference points	<p>This programme is aligned with:</p> <ul style="list-style-type: none"> <li>– QAA Qualifications Characteristics Statement for Foundation Degrees (2020)</li> <li>– QAA Subject Benchmark for Business and Management (2023)</li> <li>– FHEQ (Framework for Higher Education Qualifications) Level 4</li> <li>– FHEQ (Framework for Higher Education Qualifications) Level 5</li> <li>– Arden University Inclusive Curriculum Framework</li> </ul>					
– Professional, Statutory & Regulatory Bodies (PSRB)						

**1. Programme aims**

This Foundation degree programme will draw on the educational values in the Arden University Education strategy (Confidence, Compassion, Connectedness, Curiosity, Creativity) in order to apply the Arden Educational Gains Framework (confident, citizen, connected and creative). Delivering these educational gains is critical to the Foundation Degree in Business and Innovation because it is aimed at students who do not meet standard, HE entry requirements but have relevant and current work experience.

Through a supportive teaching and learning framework, developed to ensure students are equipped for studying in HE, it provides knowledge and skills designed to support careers across a range of key

business functions. The two-year full-time programme (3-years part-time) maps onto FHEQ Level 4 and Level 5, the QAA Characteristics statement for Foundation Degrees and the QAA Subject Benchmark for Business and Management. At Level 4 the programme will combine academic study skills with introduction to core business theories and concepts. At Level 5 students will study applied modules focusing on how innovation plays a critical role in the development of business. In addition, students will complete a work-based learning module that will offer them the opportunity to evidence how they have applied their knowledge and skills in a work context. Upon completion the programme aims to provide students with the knowledge and skills base to either continue studying at FHEQ Level 6 or expand their career opportunities in a business role.

In particular the programme aims to provide students with:

- An understanding of the foundations of effective study skills at Higher Education
- The knowledge and critical understanding of the established principles of business and innovation
- The ability to critically analyse information and identify innovative solutions to core business problems
- The capability to apply their knowledge in the workplace and to reflect on how their skills can support their career development
- A series of core graduate attributes equipping students to be digitally literate, inclusive, knowledgeable and innovative in a range of contexts
- The knowledge requirements for entry into study at FHEQ Level 6 or to enhance their career options in the short and long-term.

In line with the core principles of Foundation Degrees the programme will focus on working with employers to ensure that programme content remains relevant to the workplace and that students have the opportunity to apply their knowledge and skills. It is critical to the programme that the principles of work-based learning is a central feature and that students are assessed directly on how they have applied their learning within their chosen sector. This forms a central thread running through the programme but is a specific requirement at L5 where students undertake a work-based learning module across all teaching semesters.

### Programme Structure

Foundation Degree (FdA) Business and Innovation													
Level 4: 12 months													
	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	
Level 4	FBUS4002 Learning for Life: Skills for Study and Work (Business) (long and thin, 30 credits)										On Track – personalised academic support and guidance		120 credits
	FBUS4003 Principles of Business (30 credits)			Entrepreneurship and Business Innovation (30 credits)			FBUS4004 Sustainable Business Practice (30 credits)						
Level 5: 12 months													
	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	
Level 5	FBUS5004 Workplace Impact Project – Applied Work-Based Learning for Innovation and Impact (long and thin, 30 credits)										On Track – personalised academic support and guidance		120 credits
	FBUS5002 Managing People and Organisations (30 credits)			FBUS5001 Digital Marketing (30 credits)			FBUS5003 Project and Supply Chain Management (30 credits)						

The Foundation Degree will be organised into eight, 30 credit modules.

There will be pinned modules for each semester as highlighted above.

Level 4 and level 5 both include one long and thin module that is taught across semesters 1, 2 and 3. The Level 4 module (Learning for Life: Skills for Study and Work (Business)) develops students' academic, personal effectiveness and professional skills. The Level 5 work-based learning module (Workplace Impact Project – Applied Work-Based Learning for Innovation and Impact) requires students to apply academic theory to the workplace.

The remaining modules will develop students' subject-specific knowledge, behaviours and skills, as outlined in the programme and module learning outcomes. Two modules (Entrepreneurship and Business Innovation; Sustainable Business Practice) are also delivered on the Health and Care Management Foundation Degree. The modules share the same module learning outcomes across both programmes, but the curricula and assessment will be contextualised to each specific programme.

## 2. Programme Entry Requirements

*Please adapt standard/typical entry requirements as necessary.*

Standard entry requirements (all required):

1. Minimum 60 credits from Level 2/3 qualification (e.g., GCSE, A-Levels, BTECs, Access to HE, or equivalent) with a minimum of 15 credits at level 3)
2. Current professional C.V.
3. English proficiency - IELTS 6.0 (no less than 5.5 in any element); or TOEFL iBT 80; or equivalent)

Non-standard entry requirements:

1. 2 years' work experience in a relevant role (industry specific work experience / professional certificates) of which some must have been completed in the last 12 months.
2. English proficiency - IELTS 6.0 (no less than 5.5 in any element); or TOEFL iBT 80; or equivalent)

All non-standard entry applications are subject to academic review/interview

## 3. Learning, teaching and assessment methods and strategies

As part of Arden Universities commitment to widening participation and delivering educational gains learning and teaching on the Foundation degree will be designed to reflect the non-standard entry requirements for students on the programme. This means ensuring that teaching and learning is accessible and adaptable to the needs of all students particularly those with no (or limited) recent experience of education.

Classroom-based teaching will use innovative and engaging activities that will place emphasis on discussion of core concepts as a means of enhancing learning and creating insight. Each session will be required to follow a scheme of work which sets out the learning objectives and potential learning gains based around identified knowledge, skills and behaviours. Schemes of work will also be used to differentiate learning so that activities can be more tailored to the needs of each student. A consistent approach to checking for understanding amongst students during teaching sessions will be adopted so that students become familiar with the importance of tracking their learning and reflecting on how it might be applied to module assessment and, where appropriate, the workplace.

The supportive environment within the classroom will be extended by ensuring all students have access to 1:1 teaching and learning support. Programme resources will be allocated to creating a

comprehensive approach to such things as personal tutoring and academic skills coaching which will be available for students to re-visit key topics and enhance their understanding in a way that is less accessible in the classroom context.

In addition to the opportunities for in-person directed learning students will have access to a range of curated online material that they can access to enhance their understanding. A range of digital tools will be employed to both directly support classroom learning and allow students to enhance their experience of independent learning. Such things as simulations, discussion fora, social media channels, webinars and presentation software will give students a varied and engaging set of learning tools that they can utilise and re-visit throughout the programme.

This presents a teaching strategy for the Foundation Degree that creates a holistic learning experience which offers in-depth collective and personalised support at all points in the student's journey through the programme.

### **Assessment Strategy**

A central feature of this holistic learning journey is an assessment strategy that (a) meets required standards of knowledge at FHEQ L4 and L5, (b) does so in a way that recognises the level of educational experience students bring with them into a Foundation Degree and (c) is consistent with wider Arden University assessment policy. As a result assessment across the programme will meet the following requirements:

- Offer a variety of assessment including the opportunity for students to choose the format they wish to use to meet the learning outcomes.
- Provide students with the opportunity to complete authentic tasks relevant to a range of business roles
- Require students to show evidence of their engagement with a wide range of sources and to show how these have helped them to develop their knowledge and insight
- Be consistent with Arden University policy on assessment equivalencies
- Be designed so that students are required to produce authentic and original work
- Make use of an assessment matrix which should be incorporated into the marking process as per Arden University assessment and feedback policy.
- Prepare students for assessment requirements at L6 upon completion of the programme

The Assessment strategy also takes account of assessment volumes required within 30 credit modules delivered across a 9-week teaching block. To ensure students have sufficient support assessment will be closely aligned with teaching content and there will be a structured approach to enable students to make progress throughout the module – this will include opportunities for formative assessment and feedback as well as other 1:1 support through dedicated assessment clinics.

In order to encourage high submission rates, this structured approach will allow students to take advantage of campus resources to complete assessment tasks in-person. This will support submission levels by ensuring students have access to technology to allow them to make use of appropriate resources, complete tasks in a supported and focused tutor-led environment and work with other students in a collaborative context. For example, in week 10 (non-teaching week) Foundation Degree students will be encouraged to attend in-person assessment writing sessions which are led by academic staff.

Module assessment will also be integrated with tasks for modules that run across teaching blocks linking to content delivered in content-focused modules. For example, assessment for 10 credits worth of the Academic Skills module should support relevant skills required for the 30-credit module being completed at the same time.

### Assessment Types

The following assessment types have been designed into the programme:

Module	Component 1	Component 2	Component 3
Learning for Life: Skills for Study and Work (Business)	Semester 1: MCQ (15%)	Semester 2: Reflective Log/Journal (35%)	Semester 3: Portfolio (50%)
Principles of Business	Case-study (100%)		
Sustainable Business Practice	Opinion piece (100%)		
Entrepreneurship and Business Innovation	Presentation (20%)	Report (80%)	
Workplace Impact Project	Reflective learning portfolio (50%)	Work-based project proposal report (30%)	Presentation (20%)
Managing People and Organisations	Coursework (100%)		
Project and Supply Chain Management	Portfolio (100%)		
Digital Marketing	Report (100%)		

<b>4. Intended programme learning outcomes and the means by which they are achieved and demonstrated</b>		
<b>Learning outcomes</b>	<b>The means by which these outcomes are achieved</b>	<b>The means by which these outcomes are assessed</b>
<p>At the end of this course you, the student, will be able to:  <i>(No more than 10 programme learning outcomes are permitted per programme.)</i></p>		
1. Demonstrate a range of core academic skills to support study at undergraduate level	This LO is achieved primarily through the Learning for Life: Skills for Study and Work (Business), and Workplace Impact Project modules delivered across level 4 and 5 but will be reinforced throughout the whole programme. Students will learn such things as research skills, critical thinking, using academic resources, academic integrity, and interpersonal and communication skills. Project-based skills will allow the demonstration of these skills in an applied context.	Students will be assessed in the acquisition and consolidation of new academic skills such through summative assessment tasks that require them to demonstrate their ability to write for academic purposes, reflect, and work with others (e.g. Workplace Impact Project).
2. Evaluate and reflect on the application of core business knowledge, skills and behaviours in the workplace	The Learning for Life: Skills for Study and Work (Business) module will also enhance student skills in teamworking, presentations, communication and analysis. These skills will be applied through module assessments across the programme and also at L5 through the Workplace Impact Project module.	Students will be assessed at a variety of points across the programme on their ability to reflect on their core skills.
3. Understand and apply knowledge of core business functions and their contribution to different organisations	Across L5 students will study modules focused on specific core roles in project management, marketing and HR. These will be introduced at L4 through the Principles of Business module and students can apply their understanding through their work-based learning project.	Students will be assessed through different tasks across these modules. These will include presentations, reflections as well as report writing using a range of case studies.
4. Demonstrate knowledge of the main features of sustainable business practices and how these apply to the workplace	The L4 Sustainable Business Practice module will allow students to understand some of the critical features of managing ethically, sustainably and in a way that ensures ongoing organisational success.	Students will be assessed on their ability to adopt an informed position in relation to a key sustainability challenge facing organisations
5. Understand and evaluate the role of innovation and entrepreneurial skills across a range of business roles	The importance of innovation to all business roles will be a theme across the programme. In particular the L4 Entrepreneurship and Business Innovation module will help students understand how to enhance innovation through	Students will be assessed via different methods such as elevator pitch and infographics to convey new and innovative ideas.

	the adoption of an entrepreneurial mindset.	
6. Understand and evaluate the role of new and emerging technologies in enhancing a range of business functions	At L4 students will be introduced to new technologies as part of the Sustainable Business Practice module. This will be enhanced at L5 across each module looking at different business functions.	Students will be assessed on how far they understand the impact of new technologies and innovations and how these are applied in a workplace context through the work-based learning project.
7. Demonstrate knowledge of the external organisational environment and how this impacts business operations	The Principles of Business module at L4 will introduce students to a range of theories and concepts about how businesses operate in different contexts. This will be developed at L5 across all modules looking specifically at core business roles and through work-based learning.	Students will be assessed on how they can apply different tools to assess how organisations can adapt to their external context.

<b>5. Graduate Attributes and the means by which they are achieved and demonstrated</b> <i>Attributes must be covered and assessed in every level of study on a programme.</i>		
<b>Graduate Attribute</b>	<b>The means by which these attributes are achieved</b>	<b>The means by which these attributes are assessed</b>
1. Digitally literate	Digital literacy is achieved through modules at L4 and L5. Across the programme learning activities will be designed to ensure students engage with a variety of digital media and sources.	The assessment strategy will provide students with the opportunity to apply skills in a range of digital formats, e.g. infographics, presentations, online portfolios.
2. Contextually innovative	This attribute is delivered across all modules through the emphasis on applied knowledge and the importance of innovation to business roles. Specific modules at L4 such as Principles of Business and Entrepreneurship and Business Innovation focus more specifically on this attribute.	Students will be assessed by methods that requires them to show insight and understanding of the wider business context and evidence of how to apply innovative thinking through problem-based learning.
3. Socially intelligent and proactively inclusive	Students will have the opportunity to collaborate in teams with other students in order to appreciate the importance of equality and diversity. At L5 for example Managing People and Organisations will consider how these issues are incorporated into management practices. The emphasis on sustainability at L4 will also promote the significance of inclusivity and the fair allocation of resources.	The work-based learning project will requires students to reflect on how their actions impact upon others. Also, students will be required to set out a position in regard to critical issues in areas of sustainability.



<p>4. Professional knowledgeable in their subject area</p>	<p>The programme as a whole promotes foundational business knowledge at L4 through core concepts such as innovation, enterprise and sustainability. This knowledge is then applied through further learning around core business roles supporting students to apply this in a business role or progress to further study.</p>	<p>At L5 students will be required to analyse case studies and their own experience in order to evaluate their knowledge and how far this can be applied in the workplace.</p>
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### 19. Summary of modules and mapped programme learning outcomes

(List modules in order of delivery)

Level	Module Code and Module Title	Module type <i>Compulsory (C) or Optional (O)</i>	Pinned / Paired Modules	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7				GA1	GA2	GA3	GA4
4	FBUS4003 Principles of Business	C	Pinned	X	X	X	X	X	X						X	X	X
4	FBUS4001 Entrepreneurship and Business Innovation	C	Pinned	X	X			X	X					X	X		
4	FBUS4004 Sustainable Business Practice	C	Pinned	X	X	X	X		X					X		X	X
4	FBUS4002 Learning for Life: Skills for Study and Work (Business)	C	Pinned	X	X	X				X				X	X	X	
5	FBUS5001 Digital Marketing	C	Pinned		X	X			X	X				X	x		X
5	FBUS5003 Project and Supply Chain Management	C	Pinned		X	X				X					x		X
5	FBUS5002 Managing People and Organisations	C	Pinned		X	X				X					x	X	X
5	FBUS5004 Workplace Impact Project – Applied Work-based Learning for Innovation and Impact	C	Pinned		X	X		X	X	X				X	X	X	

#### Certificate in Higher Education (CertHE)

To be awarded the CertHE, students must complete a total of 120 credits at Level 4.





