Template C4

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Programme Specification

Title of Course: *FdA Foundation Year in Business*

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Version number	4
Faculty	Faculty of Business and Social Sciences
School	Kingston Business School
Department	Department of Management
Delivery Institution	Kingston College

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): *Up to 10 pathways*	FdA Foundation Year in Business
Intermediate Awards(s) and Title(s): *There are 4 Intermediate awards for each pathway*	No intermediate award
Course Code *For each pathway and mode of delivery*	
UCAS code *For each pathway*	

RQF Level for the Final Award:	
Awarding Institution:	Kingston University
Teaching Institution:	Kingston College
Location:	Kingston College, Kingston Hall Road
Language of Delivery:	English
Modes of Delivery:	Full-time
Available as:	
Minimum period of registration:	Full-time - One year
Maximum period of registration:	Full-time - Two years
Entry Requirements:	The minimum entry qualifications for the programme are: From A levels: 48 points from two A2 subjects. BTEC: 48 points from QCFBED Access Diploma: Pass in Access course with minimum of 60 credits of which 45 must be at level 3. Plus: 4GCSE at grade C/4 including English and Mathematics. A minimum IELTS score of 6 (with min 5.5 in any component) or equivalent is required for those for whom English is not their first language. Mature applicants with vocational experience may be considered but offers will be subject to interview.
Programme Accredited by:	Not applicable
QAA Subject Benchmark Statements:	Not applicable
Approved Variants:	

	There are no approved variants from UR
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only	
Higher or Degree Apprenticeship standard:	n/a
Recruitment, Selection and Admission process:	n/a
End Point Assessment Organisation(s):	n/a

SECTION 2: THE COURSE

A. Aims of the Course

The main aims of the Foundation year are:
- to provide students from a range of educational backgrounds and achievements with a Foundation course that prepares them with knowledge, understanding, skills and competence to progress successfully in their chosen studies in Business related undergraduate programmes in the School of Business and subsequently employment
- to develop the abilities of students to interrelate and apply knowledge, skills and understanding gained from different parts of the course to the solution of problems with confidence,
- to provide all students with an in-depth knowledge and understanding of the core elements of business and management
- to develop the intellectual skills necessary to contribute to effective business practice
- to ensure that students are able to work effectively with others.

B. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA subject benchmarks for Business and Management and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland, and relate to the typical student.
https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-business-and-management.pdf?sfvrsn=db39c881_5

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the 'Sector Recognised Standards in England' (OFS 2022).

Programme Learning Outcomes					
	Knowledge and Understanding On completion of the course students will be able to:		**Intellectual Skills** On completion of the course students will be able to		**Subject Practical Skills** On completion of the course students will be able to
A4	Demonstrate an understanding of current issues of international business and have an awareness of issues such as sustainability, ethics and social responsibility and how these relate to contemporary business practice	B4	Deal with management and personal problems and issues in order to produce recommendations for decision and subsequent action	C3	Search specialist databases
A3	Demonstrate an awareness and understanding of how business elements interrelate and affect overall organisational performance	B3	Analyse and appraise business information	C2	Demonstrate financial literacy through reading and interpreting managerial information and other data
A2	Demonstrate a knowledge and understanding of the key functional business areas such as marketing, accounting and finance, people management, operations and project management	B1	Develop the intellectual skills necessary to contribute to effective business practice and successful study	C1	Use planning tools in project management
A1	Demonstrate a knowledge and understanding of the business environment and how it impacts upon businesses	B2	Identify and select relevant sources of business data for use in the successful study of business and for business decision making purposes	C4	Conduct themselves in a professional manner whilst studying and similarly in the workplace

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:
1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. Outline Programme Structure

This programme is offered in full-time mode. Entry is at level 3 with A-level or equivalent qualifications but a wide range of qualifications are considered (See section D).

E1. Professional and Statutory Regulatory Bodies
 Not applicable

E2. Work-based learning, including sandwich programmes
        Not applicable.

E3. Outline Programme Structure
The Foundation year is made up of four modules each worth 30 credit points. Typically a student must complete 120 credits at level 3 to progress onto level 4 of their intended degree course. All students will be provided with the University regulations. Full details of each module will be provided in module descriptors and student module guides.

Business Pathways

FdA Foundation Year in Business

Level 3							
FdA Foundation Year in Business							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Applying Business Numerical Concepts	BD3002	30	3	1 & 2			
Introduction to Business Law	BD3003	30	3	1 & 2			
Marketing and Customer Care	BD3004	30	3	1 & 2			
Professional and Personal Skills for Business	BD3001	30	3	1 & 2			
Optional Modules							

D. Principles of Teaching, Learning and Assessment

The programme has been designed to take account of the KU curriculum design principles. A wide range of teaching and learning methods will be employed to reflect the diversity of students on the programme and to embrace the principles of an inclusive curriculum that is effective for all. The focus of the teaching and learning is to develop a range of academic and study skills, including elements of effective critical thinking that prepare students for successful study, not only at level 4, but beyond and to maximise their chances of obtaining the highest possible degree awards.

As the Foundation year is seen as a 'stepping stone' from Further Education to level 4, the teaching strategies are designed to help develop students as independent learners as the year progresses, whilst recognising that the students are "on a journey" from their entry point to their ultimate successful transition to level 4.

The relatively small class sizes, which are a key feature of the learning environment at the College, allow significant interaction and individual monitoring of students by lecturing staff. Lectures use active learning techniques through the use of question and answer sessions, utilising teaching aids such as mini white boards, small group presentations etc. Active learning techniques promote effective engagement by students and provide many opportunities for formative assessment activities that result in near immediate feedback to the students. Additional learning is available through a variety of online resources, which allows formative assessment of understanding and the application of knowledge outside formal class time. These include the use of web-based activities, online testing and accessibility to material via their mobile devices through the college's VLE Moodle. Students are directed towards independent study where appropriate, both as enhancement to topics studied or for stand-alone topics.

Collaborative and group work activities are key components of the teaching and learning strategy in most modules of the programme, in some cases these provide opportunities for summative assessment. Effective group work is considered a vital skill for success both within the students' intended degree routes but in the wider context of employability.

At the heart of the programme lies the combination of theory, business practice and the development of skills - those required in the immediate future for study and those subsequently required for employment. Lecturing staff are well qualified and bring a wealth of current commercial experience to the programme, whilst industry guest speakers provide additional opportunities to relate these to practice. Furthermore, assignments will typically require substantial primary and secondary research to be undertaken, thereby ensuring students progressively develop research skills throughout the programme. Assessments are presented in a range of formats including formal reports, presentations, IT based formats and more traditional testing methods.

The capstone project element of the Professional & Personal Skills module will allow students to bring together and demonstrate the skills developed across the programme to research a topic specific to the degree they intend to study. Students will keep a research log/diary of their work, the information they have retrieved and how they have analysed this to generate their final poster presentation. It is expected that the project presentations will take place at the University and that staff involved in the students' chosen degree pathways will be involved in the assessment process; this should further enhance the transitional process from Foundation to level 4 studies.

All modules incorporate a mixture of both formative and summative approaches. The assessment strategy for the programme as a whole has been designed to expose students to the full range of assessment type that they will encounter at level 4 and beyond. Formative assessment and feedback is designed to practice particular skills and to allow students to maximise the impact of the feedback towards tackling summative assessments.

Students will have a number of opportunities to sample level 4 lectures and activities at the University over the Foundation year and the college timetable is designed to facilitate these opportunities. The university based activities will be designed to reinforce the skills

development the students are undertaking, the differences in learning within the HE environment and, by reflection, to establish any additional learning strategies they may need to succeed in level 4. These will include a joint induction to the University and College, opportunities to visit appropriate level 4 lectures and specific events at the Kingston Hill Campus related to the students' intended degree pathway.

In the design of the programme is has been recognised that a proportion of those for whom the foundation programme is designed have been unsuccessful in programmes containing high proportions of formal examination. The assessment strategy of the programme as a whole has been designed to allow students to demonstrate their skills, knowledge and understanding through as wide a range of assessments as possible. Formal examinations have been minimised and where time constrained testing is used this has mainly been designed as short structured in-class tests or online MCQ tests. The bulk of the assessment is in the form of coursework assessments, where these are substantial pieces of work interim deadlines and milestones have been created to aid students in developing the wider skills of planning and time management (full details in the module descriptors). The programme as a whole incorporates some elements of formal time constrained assessment (in-class tests & exams) as these remain a feature of some modules at Level 4 and beyond. Where these methods are employed in the Foundation Year modules formative practice is incorporated to build student confidence.

E. Support for Students and their Learning

Students at level 3 on Foundation programmes often require additional support reflecting the nature of previous educational background upon entry. The College Staff bring a wealth of experience in fostering a smooth transition of students with widely differing previous experiences through to becoming successful independent learners in Higher Education. As such students on the Foundation Year will be supported through the following mechanisms:
Students are supported by a range of academic staff which include:
- A Course Director for each pathway to help students understand the programme structure.
- A Module Leader for each module
- A Personal Tutor to provide academic and personal support
- Access to the University programme leaders of the degree routes students intend to study, who can offer subject-specific advice.

 In addition students are supported by a range of specialist staff including:
- Technical support to advise students on laboratory practice, IT and the use of software
- LRC at both the University and College with dedicated staff
- Dedicated Undergraduate Centre on the 11th Floor of the College
- Programme administrators both at the College and the University
- A substantial Study Skills Centre at the University that provides Academic Skills support.

For issues outside of the academic arena support is also available from:-
- Penrhyn Road – Student Life Centre which provides advice on issues such as finance, regulations, legal matters, accommodation, international student support, etc.
- Dyslexia and Disability student support at the University and the College
- The Students' Union / Student Voice at the University and the College respectively
- University Careers and Employability Service

In addition students receive guidance and can input to the development of their course by:-
- An induction week at the beginning of the academic session held at both the College and the University
- Moodle – an on-line interactive intranet and learning environment

- Student Staff Consultative Committee
- Opportunities to undertake student representative and Ambassador roles
- College HE Focus Groups and Student Council

Students will be introduced to many of the support systems during induction week. During this week students will undertake orientation exercises designed to help them familiarise their way around College and University campuses. The support mechanisms available to students at the University are reinforced during the early weeks of the autumn term by visits to the University to undertake such activities as LRC induction. The goal is to ensure students understand their 'dual citizenship' of the institutions, the advantages this confers and how support is distributed between the College and University.

Students are assigned to an academic member of staff as their personal tutor. The role of the personal tutor scheme is to establish a rapport between students and staff and to help personalise the student educational experience. The personal tutor scheme is embedded within the Professional & Personal Skills for Business module where considerable support is provided towards successful study. The initial meeting is designed to introduce students to their Personal Development Portfolio (PDP) and their role in fostering academic engagement and achievement and is supported by student and staff use of the College online student management system Proportal.

At the beginning of the year personal tutors will meet with students to undertake a skills audit and to highlight the support provision, both within the College and at the University in developing a range of skills. Students are asked to develop a time and learning planner in the first few weeks and they reflect on its impact in conjunction with their personal tutor in subsequent meetings. Further meetings allow monitoring of progress, the signposting of skills development, how to utilise feedback and to build confidence in the transition toward study in Higher Education. To maximise the understanding and utilisation of feedback, a number of exercises will be undertaken within the Skill module, aimed at improving engagement with feedback and in helping to develop independent learning. Students are encouraged to engage with their PDP on a weekly basis, identifying activities undertaken and skills developed. Routine audits of engagement with these are undertaken in taught sessions.

As personal tutors are College staff and students at the end of the Foundation year progress to the University, the tutors also play a crucial role in the 'handover' of students to their respective course directors. All students will be given the opportunity for an exit interview where achievements are highlighted and opportunities for a 'head start' to level 4 discussed. Tutors are able to provide detailed information for the respective course directors on the students' achievements, skills-set and individual's needs, smoothing the students' progression onto their destination degree pathway.

F. Ensuring and Enhancing the Quality of the Course

The University and College have several methods for evaluating and improving the quality and standards of its provision. These include:
- External examiners
- Boards of study with student representation
- Annual review and development
- Periodic review undertaken at the subject level
- Student evaluation
- Moderation policies
- Teaching Evaluation
- College HE Student Focus Groups
- College Higher Education Academic Board

G. Employability and work-based learning

Whilst the primary aim of the Foundation year is to support entry onto level 4 of their respective programmes, students' generic employability skills are developed throughout the year. They are encouraged to take a reflective approach, via the use of the PDP and the personal tutor scheme, to what they have learned both academically and in terms of transferable skills and how these relate to attributes that graduates will require for successful employment and lifelong learning.

The Skills module, in conjunction with the subject-specific modules, help develop a range of such employability attributes through lectures, workshops and presentations. These attributes include:

- Time management and ability to prioritise
- Group working and negotiation skills
- Research skills
- Presentation skills
- Information retrieval and utilisation
- Giving and receiving of feedback

The other modules on the programme introduce the students to key Business functions and activities which will provide future employment opportunities.

In addition, there is an 'early awareness setting' of the careers available as a result of studying their chosen degree, how employability skills will be developed in subsequent years of study beyond the Foundation year and the Careers and Employability Services available at the University. The capstone project and the other group presentation assessments develop many of these attributes and require the student to consider the careers within their chosen field and how they contribute the specific area of the capstone project.

As part of their course, there a number of opportunities which students can undertake to develop their employability skills via co-curricular activities. These include becoming a course representative, requiring students to interact with their peers and communicate their collective views at a number of Faculty and University forums. Students can also become student ambassadors playing an important role in promoting the University at Open days and undertaking outreach activities with local schools / colleges. Students can also participate in the Kingston University Student Union (KUSU) Volunteering scheme which helps in a range of activities for the local community. All these opportunities allow students to develop their communication, networking and negotiation skills.

Work-based learning, including sandwich courses and higher or degree apprenticeships

n/a

H. Other sources of information that you may wish to consult

Kingston University Website

I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 3 BD3004	BD3003	BD3001	BD3002
Knowledge & Understanding	A4	S			
	A3		S	S	S
	A2				S
	A1	S	S	S	
Intellectual Skills	B4		S		S
	B3			S	S
	B1		S	S	S
	B2	S		S	S
Practical Skills	C3		S		
	C2		S	S	S
	C1		S		
	C4	S		S	S

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.