



## PROGRAMME SPECIFICATION

### 1. General information

<b>Awarding body / institution</b>	Leeds Trinity University
<b>Teaching institution</b>	Leeds Trinity University
<b>'Parent' Faculty</b>	Faculty of Business, Computing and Digital Industries
<b>'Parent' School</b>	Business
<b>Professional accreditation body</b> (if applicable)	n/a
<b>Final award</b> (e.g. BA Hons)	BA (Hons.).....with Foundation Year in Business
<b>Title of programme(s)</b>	BA (Hons) Accounting and Business with Foundation Year in Business (running out) BSc (Hons) Accounting and Finance with Foundation Year in Business (wef 2025/26) BA (Hons) Business Management with Foundation Year in Business BA (Hons) Business Management and Law with Foundation Year in Business BA (Hons) Business and Marketing with Foundation Year in Business BA (Hons) Digital Marketing with Foundation Year in Business
<b>Subsidiary award(s)</b> (if any)	Ordinary Degree (with Foundation Year) Diploma of Higher Education (with Foundation Year) Certificate of Higher Education (with Foundation Year) Foundation Certificate in Business
<b>Honours type</b> (Single / Joint / Combined)	Single and joint after progression to Level 4
<b>Duration and mode(s) of study</b>	4 years full-time (one of these is a foundation year)
<b>Month/year of approval of the programme</b>	May 2024
<b>Start date</b> (this version) (month and year)	September 2024
<b>Periodic review next due</b> (academic year)	2026
<b>HECoS subject code(s)</b>	N100 / 100079 N400 / 100105 (for Accounting and Business) N400 / 100105 and 100107 (for Accounting and Finance) N500 / 100075

	<b>N900 / 101221</b>
<b>UCAS course code &amp; route code</b> (available from Admissions)	<b>NN14 (BUSINESS MANAGEMENT WITH FOUNDATION YEAR IN BUSINESS); N124 (BUSINESS MANAGEMENT AND LAW WITH FOUNDATION YEAR IN BUSINESS); N1N3 (ACCOUNTING AND BUSINESS WITH FOUNDATION YEAR IN BUSINESS); ACF4 (ACCOUNTING AND FINANCE WITH FOUNDATION YEAR IN BUSINESS); N1N1 (BUSINESS AND MARKETING WITH FOUNDATION YEAR IN BUSINESS); N059 (DIGITAL MARKETING WITH FOUNDATION YEAR IN BUSINESS)</b>
<b>SITS codes</b> (Course / Pathway / Route) (available from Student Administration)	
<b>Delivery venue(s)</b>	<b>Leeds Trinity University (City Centre Campus) and Approved Partners where applicable</b>

## 2. Aims of the programme

<b>Rationale and general aims, including what is special about this programme (from the student's and a marketing perspective)</b>
<p>The Foundation Year in Business is designed to offer an introductory exploration into the critical aspects of business, encompassing its structure, culture and operational dynamics from both theoretical and practical lenses. The programme structure is designed to balance theoretical knowledge with practical skills, ensuring you are well-prepared for both academic challenges and real-world business scenarios.</p> <p>You will engage with current business challenges, fostering an appreciation for ethical conduct, sustainability and socially responsible business practices. Moreover, the curriculum emphasises the importance of mastering business analysis techniques and the collaborative execution of business consultancy projects. It delves into the significance of innovation, creativity and entrepreneurial spirit in the business context, alongside the pivotal roles of marketing and organisational strategies in the inception of business ventures. Consequently, you will receive targeted instruction in fundamental academic and numerical skills, aimed at broadening your business acumen, analytical capabilities and marketing insights.</p> <p>Therefore, this programme is not only a pathway to acquiring specialised knowledge in business and its analytical tools but also a preparatory stage for advancing to Level 4 studies, enhancing your confidence and academic readiness by:</p> <ul style="list-style-type: none"> <li>• <b>Fostering a Comprehensive Understanding of Business Fundamentals:</b> Introduce core business concepts, operations and structures to lay a solid foundation for further academic and professional pursuits.</li> <li>• <b>Developing Analytical and Consultative Skills:</b> Apply analytical techniques to solve business problems and provide effective consultancy, fostering a practical understanding of business analysis in real-world scenarios.</li> <li>• <b>Cultivating Innovation and Creativity:</b> Prepare you for running successful business ventures, emphasising creativity, effective communication and critical thinking skills essential for both academic and professional success in the business field.</li> </ul>

Specifically tailored for individuals unable to start their undergraduate education directly at Level 4 due to traditional entry requirements or for those returning to education after a significant break, this programme serves as an accessible bridge to Higher Education. It champions the cause of increasing access to university education, particularly for those seeking to boost their academic confidence before embarking on Level 4 studies. Upon completing the Foundation Year, you will be thoroughly prepared to transition to Level 4, positioning you for success in your subsequent academic pursuits within the linked honours degree programmes.

### 3. Student learning outcomes of the programme

#### Learning outcomes in terms of:

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

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

On successful completion of the Foundation Year in Business, students will have *demonstrated*:

#### Knowledge (K)

- K1 Knowledge of key terminologies and concepts used in the world of business;
- K2 Knowledge of the basic theories used to understand business, its structure, culture and governance;
- K3 Knowledge of contemporary issues in business;
- K4 Knowledge of and insights on innovation, creativity and entrepreneurship;

#### Intellectual skills (I)

- I1 Secure use of analytical techniques appropriate to business consultancy;
- I2 Ability to complete a range of assessments;
- I3 Effective and sustained communication of results and arguments;
- I4 Ability to effectively present academic work in a variety of forms.

#### Employability skills

- E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their performance based on feedback/reflective learning; the ability to take the initiative and be proactive, flexible and resilient;
- E2 **Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;
- E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;
- E4 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;
- E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
- E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;
- E7 **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively.

- E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
- E9 **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.
- See the learning outcomes for subsidiary awards set out in section 4 below.

### 3a External benchmarks

#### Statement of congruence with the relevant published, subject benchmark statements (including appropriate references to any PSRB, employer or legislative requirements)

All Leeds Trinity University programmes are congruent with the Frameworks for HE Qualifications (FHEQ) and, where appropriate, the Qualifications and Credit Framework (QCF) (formerly National Qualification and Credit Framework (NQF)). The subject benchmark statements that are particularly relevant to the Foundation Year in Business are:

- Subject Benchmark Statement: Business and Management (2023)
- Subject Benchmark Statement: Accounting (2019)
- Subject Benchmark Statement: Finance (2019).

## 4. Learning outcomes for subsidiary awards

Guidance	
The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 0.	<p><b>Learning outcomes for the award of <u>Foundation Certificate in Business</u>:</b></p> <p>On completing 120 credits at Level 3, students will access this award if they formally state that they do not wish to pursue their studies at Level 4 on one of the linked pathways to the Foundation Year in Business.</p> <p>They must have demonstrated an ability to:</p> <ol style="list-style-type: none"> <li>describe key terminologies and concepts used in the world of business;</li> <li>make sound judgements in accordance with basic business theories and concepts;</li> <li>evaluate the appropriateness of different approaches to solving problems within a business;</li> <li>present results and undertake a collaborative business project;</li> <li>(have had specific opportunities to) display transferable skills relevant to employment related to the business sector.</li> </ol>

## 5. Content

#### Summary of content by theme (providing a 'vertical' view through the programme)

The Business Foundation Year is structured around four core themes, each designed to build upon the last, ensuring a comprehensive and practical learning experience. The summary below outlines how each theme is developed through the programme's content and includes opportunities for reflective essays, live exhibitions, negotiated assignments and live briefs for consultancy projects.

- **Develop Academic Skills:** Develop essential academic skills such as research, critical analysis, academic writing and referencing and equips you with strategies for effective time management and independent study, offering a solid foundation for degree-level coursework.
- **Equip with Business Fundamentals:** Introduce core business concepts, operations and structures to lay a solid foundation for further academic pursuits.
- **Enhance Analytical and Consultative Capabilities:** Develop critical thinking and strategic problem-solving skills, preparing you for effective business analysis required in the future.
- **Promote Innovation and Creativity:** Foster creativity, entrepreneurial spirit and essential transferable skills, encouraging you to explore entrepreneurship.

## 6. Structure

### ***Foundation Year in Business***

Duration: 1 year full-time

Total Credit Rating: 120 (for those not progressing to Level 4 on a linked business degree)

**Level 3** – with effect from September 2024

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

BMM3113	Academic Skills and Studying with Confidence	Sem 1 & 2	30 credits
BMM3143	Business Analysis and Consultancy	Sem 1 & 2	30 credits
BMM3133	Essentials of Business	Sem 1	30 credits
BMM3123	Enterprise and Innovation	Sem 2	30 credits

## 7. Learning, teaching and Assessment

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

The learning and teaching provision on the Foundation Year in Business is aligned with the central goals, objectives and features of the University's Learning, Teaching and Academic Experience Strategy (LTAES) which is centred around shaping and delivering a unified, cohesive educational experience which requires a cross-cutting approach and a robust university ecosystem. The strategy aims to transform the way we work co-creatively with you, how we connect you and our learning and teaching with the outside world and societal issues and support all our learners on a personalised, values-based and career-led journey through their studies. This strategy is informed by the current institutional policy on Teaching and Learning, which also aligns with the University's strategic plan and our ambition to become a career-led, digitally rich and inclusive institution.

Furthermore, in this programme you will complete the Academic Skills and Studying with Confidence module, which is designed to support you in developing essential academic skills that are crucial for successful learning and progression throughout your studies. These skills include effective note-taking, academic writing, proper citation...etc. The module also aims to build your confidence in your abilities to engage with academic content and navigate the demands of higher education.

Additionally, the programme includes a variety of summative assessments designed to evaluate your knowledge, understanding and skills in relation to the course content. Summative

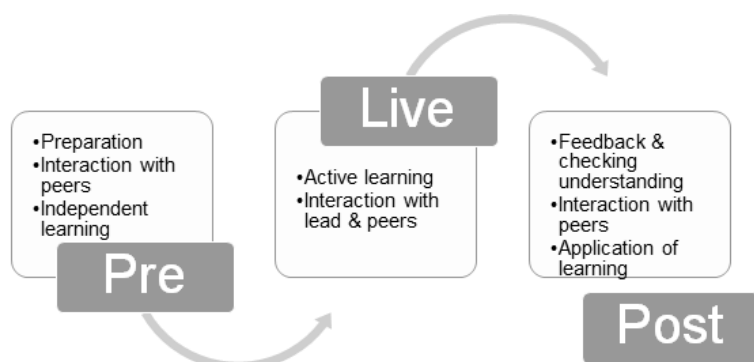
assessments are a key component of the learning process as they provide an opportunity for you to demonstrate your competencies and learning achievements. These assessments may take various forms, including essays, projects, presentations, exams and practical tasks, depending on the specific requirements of each module. The assessment methods are carefully chosen to align with the learning outcomes of the programme, ensuring a comprehensive evaluation of student performance.

### Background

The mission of the Business School (as cited in the recent application for affiliation to the Chartered Association of Business Schools) is to '*develop highly employable, socially and ethically responsible, and digitally capable graduates. It will support business and community to grow and develop. Our collaborative research inspires our students, informs our teaching and supports business and community*'. Thus, our Learning and Teaching strategy will contribute to the realisation of this mission.

### Guiding Principles

All programmes within the Leeds Trinity University academic portfolio follow the 'Pre-Live-Post' pedagogical structure for all taught classes.



This pedagogical methodology enables you to engage with the subject matter on multiple levels of learning to enhance your knowledge and understanding. The 'Pre' element of your learning has the purpose of establishing a knowledge base for the topic and occurs ahead of the taught session through a variety of academic-led activities which include (but not exclusively): reading, videos, quizzes and podcasts. The 'Live' (live/synchronous) element of the learning is taught on campus by the academic/s and focuses on the application of academic and professional principles, theories and frameworks through discussion. The final element of the pedagogical structure is 'Post' which reinforces the learning through consolidation activities such as: quizzes, activities, further reading, videos and small assignments (encapsulating varying forms of formative assessment with subsequent feedback mechanisms to aid in your development and progression ahead of summative assessment formats).

The Business School will continue to utilise this overarching pedagogical structure. The 'Live' section will be focused on with subject-level additions and enhancements detailed below.

Within the above 'Pre-Live-Post' structure, we will utilise a 'workshop-style' learning and teaching approach to ensure differential learning whilst creating a varied, dynamic and informative teaching experience for all. The key elements of our 'workshop' approach are:

- Our teaching is research-informed, using a mixture of delivery methods (utilising a wide variety of visual/audio media).
- The business world examples we use are contemporary, authentic and relevant, demonstrating clear links to the topic under discussion.
- The activities we give our students are realistic and useful and contribute to their career readiness.

- We will continue to revise our teaching strategies in line with alterations to the sector's recommendations for career attributes (including LTU's 'My Career Passport' initiative) and the recommendations of the QAA Subject Benchmark Statements for Business and Management, Accounting and Finance.

7b) Programme learning outcomes covered

	Assessed learning outcomes of the programme									Skills development								
<i>Adjust LO codes as necessary. ↓</i>	K1	K2	K3	K4	I1	I2	I3	I4		E1	E2	E3	E4	E5	E6	E7	E8	E9
Lighter or hatched shading indicates modules that are not core, i.e. not all students on this programme will undertake these.	Concepts	Theories	Issues	Insights	Analytical Techniques	Range of Assessments	Ability to Communicate	Ability to present		Self-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic awareness
<b>BMM3113 Academic Skills and Studying with Confidence</b>																		
<b>BMM3143 Business Analysis and Consultancy</b>																		
<b>BMM3133 Essentials of Business</b>																		
<b>BMM3123 Enterprise and Innovation</b>																		



## 8. Entry requirements

Do the University's standard entry requirements apply (as outlined within the University's Admissions Policy)?	Yes
Detail of any deviation from and/or addition to the University's standard entry requirements (if applicable)	<p>Applicants should normally have achieved the following prior to registration for the programme:</p> <p>5 academic or vocational qualifications, one of which should be a GCE 'A' level (or equivalent at level 3) and one should be GCSE English Language at grade 4 or above (or equivalent). The entry tariff will usually be 48 tariff entry points or above at entry to the foundation year for such students.</p> <p>Some Business subjects also require a grade 4 in GCSE Maths, this will be clearly advertised by course.</p> <p>For students whose first language is not English, a pass in an approved test in English is needed, e.g. the International English Language Testing Service (IELTS), at 6.0 or above with no component below 5.5, or equivalent test.</p>

## 9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s) (A certain level of attainment which <u>must</u> be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, e.g. exclusion of Level 4 module marks from Foundation Degree classification)
<p>The following regulations apply, together with the General Academic Regulations:</p> <ul style="list-style-type: none"><li>• Programme Regulations for the Foundation Year.</li></ul> <p>You will have to pass the Foundation Year in Business to progress to a named linked honours degree programme.</p>

## 10. Prerequisites

Details of modules students <u>must</u> study and achieve credit for before enrolling on a module at a higher level or attaining their final programme award <i>Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.</i>
None

## 11. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme
<p>Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.</p>