

# | Middlesbrough College

## | Foundation Degree Business Management

### | Programme Specification

April 2021



# Programme Specification

*(Notes on how to complete this template are provide in Annexe 2)*

## 1. Overview/ factual information

<b>Programme/award title(s)</b>	Foundation Degree Business Management
<b>Teaching Institution</b>	Middlesbrough College
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	May 2018
<b>Date of latest OU (re)validation</b>	March 2021
<b>Next revalidation</b>	-
<b>Credit points for the award</b>	240
<b>UCAS Code</b>	N.A.
<b>HECoS Code</b>	CAH17
<b>Programme start date</b>	September 2021
<b>Underpinning QAA subject benchmark(s)</b>	<a href="#">Business and Management</a> (2019) <a href="#">Economics</a> (2019) <a href="#">Accounting</a> (2019)
<b>Other external and internal reference points used to inform programme outcomes</b>	<a href="#">Framework for Higher Education Qualifications</a> <a href="#">QAA Quality Code</a> <a href="#">Chartered Management Institute</a>
<b>Professional/statutory recognition</b>	None
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face)</b>	FT – Face-to Face PT – mix of face to face and blended learning
<b>Duration of the programme for each mode of study</b>	FT: 2 years (30 weeks) PT: 2 years (40 weeks)
<b>Dual accreditation (if applicable)</b>	
<b>Date of production/revision of this specification</b>	April 2021

*Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.*

*More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the student's handbook.*

*The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.*

### 2.1 Educational aims and objectives

The overall aims of the programme are to:

- enable students to evaluate both theoretical and practical concepts in a range of business functional areas, specifically:
  - Marketing
  - Management
  - People Management
  - Business Environment
  - Employability/Research
- prepare students for continuing study should they wish, through the development of undergraduate skills;
- enable students to evaluate their current skill set in the context of industry/employer needs, digital technology and the possibility of study beyond Level 5;
- develop students' employability with a focus upon supporting students to prepare for employment as well as actively to establish links with employers;
- give students the opportunity to consider the impact of business management decision-making upon sustainable business practice as well as associated ethical and ecological considerations;
- embed reflection in practice in order that students establish personal and professional development goals;
- promote and develop independent learners.

## 2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

Students can progress from Level 4 to Level 5 of the Foundation Degree through successful achievement of 120 credits at Level 4.

On successful completion of the full award (an achievement of 240 credits), students who apply to the BA (Honours) Business Management [Top-up] will be accepted. (The latter award was written by the Programme Team and is being revalidated coterminously with this programme.)

## 2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place

Work-related learning is enabled through two modules:

L4 Developing Individual Potential (20 credits)

L5 Industry Related Project (40 credits)

#### 2.4 List of all exit awards

Cert HE in Business Management [120 Credits]

Foundation Degree in Business Management [240 Credits]

### 3. Programme structure and learning outcomes

<b><u>Programme Structure - LEVEL 4</u></b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Contemporary People Management	20			Y	Semester 2
The Organisational Environment	20			Y	Semester 1
Introduction to Business Finance	20			Y	Year Long
Understanding Business Organisations	20			Y	Semester 1
Marketing Tools & Principles in the digital age	20			Y	Semester 2
Developing Individual Potential	20			Y	Weeks 1-30 FT Weeks 1-40 PT

**Intended learning outcomes at Level 4 are listed below:**

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Programme Learning outcomes:</b>	<b>Learning and teaching strategy / assessment methods</b>
<b>A1:</b> Describe and explain key business concepts and theory in relation to business functional areas and the organisational environment.	<b>A1:</b> Student learning is facilitated through a blend of tutor and student-led activities, supported by discussion, case study analysis, journal presentations, timed tests, Q&A, individual and group research activities as well as feedback on formative work so that students are in a position individually to describe, explain and use key business theories and concepts.
<b>A2:</b> Understand the role of ethics in the generation and use of knowledge in business.	<b>A2:</b> Student learning is facilitated through a blend of tutor and student-led activities, supported by discussion, case study analysis, journal presentations, timed tests, Q&A, individual and group research activities as well as feedback on formative work so that students are in a position individually to appreciate and understand the role of ethics within a business setting.
<b>A3:</b> Explain a range of reflective practice techniques and self-analysis tools that enable the development of greater self-awareness.	<b>A3:</b> Student learning is facilitated through a blend of tutor and student-led activities, supported by discussion, case study analysis, journal presentations, timed tests, Q&A, individual and group research activities as well as feedback on formative work so that students are in a position individually to explain a range of reflective practice techniques and self-analysis tools that enable the development of greater self-awareness.
<b>A4:</b> Demonstrate an understanding of the range and scope of an industrial sector/industry in terms of trends in size, %GDP, employment and career opportunity.	<b>A4:</b> Student learning is facilitated through a blend of tutor and student-led activities, supported by discussion, case study analysis, journal presentations, timed tests, Q&A, individual and group research activities as well as feedback on formative work so that students are

**Learning Outcomes – LEVEL 4**

**3A. Knowledge and understanding**

	in a position individually to demonstrate an understanding of the range and scope of an industrial sector/industry in terms of trends in size, %GDP, employment and career opportunity.
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**3B. Cognitive skills**

<b>Programme Learning outcomes:</b>	<b>Learning and teaching strategy / assessment methods</b>
<b>B1:</b> Gather, record and describe data/evidence on business functions and organisational operations from a range of sources.	<b>B1:</b> At Level 4, students are introduced to a range of business disciplines to develop understanding of business operations and to enable learners to focus upon business specialisms in context. While there is a large element of teacher centred/led activity, the aim of each session is to blend in student led/centred activity where learners can practice and develop their research skills and/or analysis of journals or provided data.
<b>B2:</b> Apply given business tools/methods to defined problems and begin to appreciate the complexity of associated issues.	<b>B2:</b> While there is a large element of teacher centred/led activity, the aim of each session is to blend in student led/centred activity where learners can practice and develop their skills in applying tool/methods to problems explored in taught sessions. Summative assessment includes in-session, timed tests.
<b>B3:</b> Justify conclusions on business functions and organisational operations in defined and limited contexts.	<b>B3:</b> While there is a large element of teacher centred/led activity, the aim of each session is to blend in student led/centred activity where learners can practice the development of their thinking and ability to draw conclusions on the business and issues with which they are presented.

<b>3C. Practical and professional skills</b>	
<b>Programme Learning outcomes:</b>	<b>Learning and teaching strategy / assessment methods</b>
<b>C1:</b> Act with limited autonomy, under direction or supervision, within defined guidelines.	<b>C1:</b> The learning and teaching strategy is designed to encourage a progressive acquisition of subject knowledge and skills by moving from study methods that have a greater degree of support and assistance gradually towards more independence and self-direction. Students are also provided with the task of finding, reviewing and presenting current articles based around the topics covered in each session.
<b>C2:</b> Plan for personal and professional development.	<b>C2:</b> Sessions and tutorials are designed to assist the students in developing their own reflective practice skills (as well as being covered specifically within a selection of the course modules). Tutorials focus on setting targets as a result of reflective practice.
<b>C3:</b> Develop practical & professional skills associated with business functional areas.	<b>C3:</b> Sessions and tutorials are designed to assist the students in developing practical & professional skills associated with business functional areas – assessed both in formative and summative assignments.

<b>3D. Key/transferrable skills</b>	
<b>Programme Learning outcomes:</b>	<b>Learning and teaching strategy / assessment methods</b>
<b>D1:</b> Assess personal strengths and weakness, career and job opportunities.	<b>D1:</b> Students are guided by module tutors to explore different organisations and opportunities. This activity is supported through independent research and, if possible, visits and as well as input from guest speakers. Students are encouraged to reflect upon their current strengths and areas for development and how each impacts upon their capacity to engage with employers in their area of interest – specifically in the work-related module.



<b>3D. Key/transerable skills</b>	
<b>D2:</b> Identify and utilise appropriate writing skills.	<b>D2:</b> Tuition assisting and guiding students with writing skills for - essays, reports, etc. is embedded in all modules. Formative assessments and class work allow students to receive feedback on the skills they are developing. In addition, tutorials also help students to identify their needs for further development.
<b>D3:</b> Communicate appropriately in group discussions and as an individual to enhance a co-operative approach to learning and working.	<b>D3:</b> Tuition assisting and guiding students with presentation skills - i.e. informal, formal, short or extended presentations - is embedded in all modules, exposing students to a variety of presentation media. Formative assessments and class work allow students to receive feedback on the skills they are developing. In addition, tutorials also help students to identify their needs for further development.
<b>D4:</b> Demonstrate numerical and statistical skills in simple contexts.	<b>D4:</b> Tuition assisting and guiding students with specific numerical and statistical skills are embedded in all modules. Formative assessments and class work allow students to receive feedback on the skills they are developing and prepare students for in-session, timed tests. In addition, tutorials also help students to identify their needs for further development.

**[Please insert here title(s) of exit award(s) at Level 4, if applicable]**

Cert. HE Business Management

<b>Programme Structure - LEVEL 5</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Employee Resourcing in the 21 <sup>st</sup> century	20			Y	Semester 1
Macro Economics	20			Y	Semester 2
Innovation & Entrepreneurship	20			Y	Semester 1
Leading & Managing Change	20			Y	Semester 2
Industry Related Project	40			N	Weeks 1-30 FT Weeks 1-40 PT

**Intended learning outcomes at Level 5 are listed below:**

## Learning Outcomes – LEVEL 5

### 3A. Knowledge and understanding

<b>Programme Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A1:</b> Analyse a variety of ideas, contexts and models associated with leading and managing change, business functions and organisational operations and evaluate their influence on company performance in a local or global arena.</p>	<p><b>A1:</b> Student learning is facilitated through a blend of tutor and student-led activities, supported by discussion, case study analysis, journal presentations, Q&amp;A, individual and group research activities as well as feedback on formative pieces of work. This activity ensures that students are in a position individually to analyse a variety of ideas, contexts and models associated with business functions and organisational operations and evaluate their influence on company performance in a local or global arena.</p>
<p><b>A2:</b> Explore legal and ethical issues relevant to business functions and organisational operations within a local or global environment.</p>	<p><b>A2:</b> The significance of legal and ethical issues is facilitated through a mix of tutor and student-led activities, supported by discussion, case study analysis, journal presentations, Q&amp;A, individual and group research activities as well as feedback on formative pieces of work. This activity ensures that students are in a position individually to appreciate more fully explore the role of ethics within a local or global business setting.</p>
<p><b>A3:</b> Review appropriate research methods in considering business functions and organisational operations.</p>	<p><b>A3:</b> Research knowledge, skills and methods build upon work covered at Level 4 and in addition are embedded within - and facilitated through - a mix of tutor and student-led activities, supported by discussion, case study analysis, journal presentations, Q&amp;A, individual and group research activities as well as feedback on formative pieces of work. This activity ensures that students are in a position individually to explain a range of research approaches for a proposed project and the research methods to be used to collect data and information.</p>

<b>3B. Cognitive skills</b>	
<b>Programme Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<b>B1:</b> Analyse, apply and interpret data/evidence on business functions and organisational operations activity from a variety of sources.	<b>B1:</b> At Level 5, students are re-introduced to a range of business disciplines to develop understanding of business operations and enable them to focus upon business specialisms in context. The aim of each session is to further develop student led/centred activity where learners can practice and develop their research skills and/or analysis of journals or provided data.
<b>B2:</b> Present justified reasoning and balanced explanations in support of propositions and arguments through research relating to business functions and organisational operations.	<b>B2:</b> The aim of each session is to further develop student led/centred activity where they can practice and develop their skills at presenting justified and reasoned argument supported through discussion, case study analysis, journal presentations, Q&A, individual and group research activities as well as feedback on formative pieces of work.
<b>B3:</b> Apply given business tools/methods to defined problems in the analysis of associated issues.	<b>B3:</b> Application of given business tools/methods to defined problems in the analysis of associated issues is facilitated through a mix of tutor and student-led activities, supported by discussion, case study analysis, journal presentations, Q&A, individual and group research activities as well as feedback on formative pieces of work. This activity ensures that students are in a position to analyse key business functions and organisational operations.

<b>3C. Practical and professional skills</b>	
<b>Programme Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<b>C1:</b> Operate ethically in situations of varying complexity and predictability requiring the application of a wide range of techniques in both theoretical and practical situations within a range of business functions and organisational operations.	<b>C1:</b> The significance of ethical matters is facilitated through a blend of tutor and student-led activities, supported by discussion, case study analysis, journal presentations, Q&A, individual and group research activities as well as feedback on formative pieces of work. This activity enables students to be in a position individually to appreciate and operate ethically within a business setting.

<b>3C. Practical and professional skills</b>	
<b>C2:</b> Act with increasing autonomy, with reduced need for supervision and direction within defined guidelines relating to gathering information on business functions and organisational operations.	<b>C2:</b> The learning and teaching strategy is designed to encourage a progressive acquisition of subject knowledge and skills by moving from study methods that have a greater degree of support and assistance gradually towards more independence and self-direction. Students are also provided with the task of finding, reviewing and presenting current articles based around the topics covered in each session.
<b>C3:</b> Develop practical & professional skills associated with business functional areas.	<b>C3:</b> Sessions and tutorials are designed to assist the students in developing practical & professional skills associated with business functional areas – assessed both in formative and summative assignments.
<b>C4:</b> Use appropriate research methods in considering business functions and organisational operations.	<b>C4:</b> Research knowledge, skills and methods build upon work covered at Level 4 and in addition are embedded within - and facilitated through - a mix of tutor and student-led activities, supported by discussion, case study analysis, journal presentations, Q&A, individual and group research activities as well as feedback on formative pieces of work. This activity ensures that students are in a position individually to use appropriate research methods in considering business functions and organisational operations.

<b>3D. Key/transerable skills</b>	
<b>Programme Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<b>D1:</b> Reflect systematically on performance to further develop learning.	<b>D1:</b> Within tutorials - and in response to formative and summative feedback - students are encouraged to reflect upon their current strengths and areas for development and how they impact upon their capacity learn and also to engage with the type of employers and opportunities in which they are interested.
<b>D2:</b> Select and use a range of communication methods appropriate to the context.	<b>D2:</b> Tuition assisting and guiding students with communication skills - i.e. verbal, written, essay, report short or extended writing – is embedded in all modules. Formative assessments and class work allow students to receive feedback on the skills they are developing. In addition, tutorials will also assist in identifying any further development learners may require.
<b>D3:</b> Demonstrate an effective range of verbal and non-verbal skills in performance, group discussion and individual presentations	<b>D3:</b> Tuition assisting and guiding students' presentation skills i.e. informal, formal, short or extended presentations exposing students - is embedded into all modules. Formative assessments and class work allow students to receive feedback on the skills they are developing. In addition, tutorials also assist learners in identifying further need for development.
<b>D4:</b> Demonstrate numerical and statistical skills in given contexts	<b>D4:</b> Tuition assisting and guiding students with specific numerical and statistical skills are embedded in all modules. Formative assessments and class work allow students to receive feedback on the skills they are developing and prepare students for in-session, timed tests. In addition, tutorials also help students to identify their needs for further development

**[Please insert here title(s) of exit award(s) at Level 5, if applicable]**

Foundation Degree Business Management

#### 4. Distinctive features of the programme structure

- Where applicable, this section provides details on distinctive features such as:
- where in the structure above a professional/placement year fits in and how it may affect progression
- any restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route

##### 4.1 A range of business contexts

This programme provides students with an opportunity to explore key business functional areas:

- Marketing
- Management
- People Management
- Business Environment
- Employability/Research

This approach enables students to study the application of business models and techniques across a range of contexts. The programme also introduces students to the business environment through work-related learning (see Section 4.2 below) and develops students' employability and research skills.

##### 4.2 Work-related Learning

At Level 4, students are supported to research business-related career opportunities within a specific business functional area. i.e. in the module *Developing Individual Potential*. This activity enables students to map their learning to the jobs market and to identify an organisation with which they can work at Level 5. This activity also facilitates students to identify additional skills/knowledge they need to develop or learn to succeed in their chosen functional area as a career. This employer engagement aspect of the programme seeks to foster meaningful engagement and links between students and employers.

At Level 5, students have the opportunity to apply their skills and knowledge to an industry-based project with a live business organisation (in the module *Industry Related Project*), providing a platform to showcase themselves to a potential employer and to enhance their employability. In addition, *Industry Related Project* also prepares students for extended writing and develops research skills students will need in industry and for further study on a Level 6 programme.

These two work-related learning modules provide students with the opportunity to personalise their learning on the programme to a specific aspect of business in which they are interested. This approach supports autonomous learning as students become co-creators of the curriculum.

##### 4.3 Additional Benefits

The Programme Team is also seeking accreditation with the [Chartered Management Institute](#) (CMI) so that students can gain dual accreditation with the CMI. This accreditation provides students with the opportunity of building credits towards a full management qualification in the future, should they wish, in order to earn the post-nominals fCMgr (Foundation Chartered Manager). Dual accreditation also further embeds an employer-led approach to this programme by building upon CMI's own employer-led approach to module design and assessment.



#### 4.4 Part-Time Mode

Part-time students can opt to study the course over a two-year period utilising an extended academic year. In response to local market demand, the College offers part-time modes of delivery for some of its programmes that enable students to complete their studies in a 40-week period. The key features of the part-time mode are:

- Each stage of the programmes starts in September and concludes in mid-July.
- This duration allows an additional 10 weeks of delivery per academic year when compared to the full-time mode.
- The additional 10-week window is to allow an extended period of time for part-time students to complete the project or work-based element of the programme.
- All part-time students receive formal scheduled teaching sessions (FST) each week that cover all of the taught elements of the programme of study.
- Academic Support (AS) sessions for part-time students are supported via the VLE for a proportion of their learning. The approach to managing awards with PT modes is as follows:
  - each programme of study is allocated hours for FST and AS;
  - AS hours for part-time students are delivered via the VLE;
  - students are allocated tasks and activities designed to build upon the content delivered in FST sessions;
  - part-time students are expected to complete these tasks away from the College;
  - a window for completion of the tasks is set to allow students time to refer to tutors/peers as required with a specified response time allocated;
  - staff are allocated a time in the week (usually an evening) when they will be available to respond to posted requests for help as well as engage in on-line discussions.

#### *Support for Part-Time Students*

To ensure that all part-time students can engage with the delivery model, the following support is available:

- Initial support and guidance is provided during induction to ensure that part-time students are able to log-on to the VLE and understand the relevant aspects required to support their engagement in remote AS sessions.
- Information - both on the VLE and in the part-time Student Handbook – is provided to guide students through the process of log-on and use of the various sections.
- Lap-top loans and Wi-Fi dongles are available for students that encounter technical difficulties or do not have access to a computer at home.
- Technical help to support students when not at the College is available via phone, chat or email and via YouTube video tutorials.

#### *Help for Staff supporting Part-Time Students*

Staff are supported in working with part-time students as follows:

- Staff are allocated time during teaching weeks to manage AS sessions.
- Staff development is provided to ensure staff make best use of the VLE for the delivery of AS sessions.
- Mentor support from the Associate Director HE (Learning and Teaching) is available across the academic year.

Students attend sessions delivered by guest speakers from a range of local business. As well as supporting understanding of the subject, guest speakers also provide ideas and potential contacts for work-related study.

#### 4.5 Additional Benefits

The Programme Team is seeking accreditation with CMI so that students can gain dual accreditation with the CMI. This accreditation provides students with the opportunity of building credits towards a full management qualification in the future, should they wish, in order to earn the post-nominals fCMgr (Foundation Chartered Manager).

Finally, the programme is designed to be complete in itself offering a career route into a variety of business functional areas, or the opportunity to further develop their education and follow a specific business area by progressing to a BA (Honours) Business Management top-up developed coterminously by the Programme Team.

## 5. Support for students and their learning

### 5.1 Induction

A detailed induction programme is provided to help students settle into the course and to 'gel' as a group. The programme is designed to ensure that all students get the most from their programme of study and understand the benefits of being enrolled at the College. The following activities are provided in Induction Week:

- Students are given an induction assignment to give them a feel for the course themes and assessment methods and to get them into group working as early as possible.
- Tours of resources are included to encourage early engagement with support and facilities.
- Key information relating to health and safety, safeguarding and student regulations is provided.
- Where possible, alumni speak to new students about their experience of the programme and specifically address what students can do to reach their potential.
- Students meet a representative from the Student Union which helps to elect Student Representatives.

### 5.2 Attendance Support

Attendance is monitored closely to ensure that all students are getting the best from the programme. Should a student need to miss a session for any reason, they are required to email the lecturer beforehand. Where a lecturer notes that a student has not attended, without prior warning, the student is emailed at the end of the session, asking if the student is well and reminding the student that they are required to let lecturers know if they cannot attend.

Where a student misses three consecutive sessions, the Year Tutor (or Programme Leader) also contacts the student with an invitation to attend a formal meeting. Having discussed attendance issues with the student, it is possible that a student may disclose a safeguarding or wellbeing issue. In this circumstance, the Year Tutor (or Programme Leader) refers the student to the HE Head of Student Engagement who can, where necessary, direct students to the relevant confidential support (personal, financial, etc.). Where students are facing difficulties, it is vital to ensure they get the right support and

where necessary, facilitated to claim extenuating circumstances for assignments, or if appropriate, suspend or withdraw from a programme.

Where a student who has missed three consecutive sessions does not respond to a formal invitation to meet with the Year Tutor (or Programme Leader), the students will also be referred to the HE Head of Student Engagement.

### 5.3 At Risk Process

In addition to the attendance support activities noted above, the HEO works with the Registry, Faculties, and Programme Leaders to forecast all students' end of year grades at three points across the academic known as Assessment Points 1 through 3. As part of this process, any student whose academic performance may be 'at risk' is, as with the attendance support measures noted above, encouraged to meet with the HE Head of Student Engagement College who can, where necessary, direct students to the relevant confidential support (personal, financial, etc.).

### 5.4 Tutorial Support

All students receive both subject and personal tutorials throughout the programme. Subject tutorials are integrated into module delivery patterns and are designed to focus upon and monitor student academic progress. The tutorials are delivered as a combination of group and individual sessions with each student having at least one 30-minute individual tutorial per term. Individual tutorials are an opportunity for the module tutor to identify any issues students may be having with the module and if necessary, signpost learners to any additional support that may be needed. Group subject tutorials are provided by the module tutor as opportunities to revisit aspects of the module and designed to reflect the students' development as independent learners. In the early weeks of Level 4, input is tutor-led but this balance shifts toward more student-led activities by Level 5 so aiding transition from Level 4 to 5.

### 5.5 Encouraging Completion

One of the significant advantages offered by the programme is the amount of time students spend with tutors. This advantage is a function of the relatively small number of students and a mode of delivery that includes a significant amount of facilitation. There are, therefore, plenty of opportunities to encourage students to meet assignment deadlines. From Induction Week onwards staff give students feedback in both formative and written, summative feedback. Another oft-repeated comment is that students must let lectures know as soon as possible if a deadline may be missed so that, where appropriate, a deadline extension form can be completed (where such an extension is warranted.)

### 5.6 Summer Reassessment Period

Tutorials are provided for students offered reassessment and the facilities remain available.

### 5.7 Pastoral Support

The amount of *ad hoc* pastoral support noted above is greatly valued by the students. In recent years, the number of students declaring Asperger's or dyslexia has increased slightly. Students with learning issues are identified during the application process and when directed to the College HE SENCo who makes – or facilitates - assessments that result in a range of outcomes and guidance for the Programme Team. In addition, the Programme Team attend annual Staff Development sessions relating to both conditions - attendance at many of these sessions is mandatory. For students with dyslexia, staff can provide dyslexia-friendly versions of their notes and include a higher-contrast background for notes projected to electronic whiteboards. The Programme Team have received many emails from students offering thanks for sensitive and timely support.

### 5.8 Academic Support

The delivery of many modules is based upon individual sessions that consist of two parts – topic input (lecturer led) followed by a facilitated session in which students tackle extension and development activities outlined in the first part of the session. This delivery strategy ensures that theory is always applied, that practical skills, knowledge and understanding are regularly checked, and that formative feedback is continuous rather than focussed upon specific points in academic year.

In addition to in-session help, students can also make appointments (via email) to get support from:

- Members of the Programme Team - Module leaders, lecturers and instructor/demonstrators.
- The Programme Leader & Personal Tutors.
- The Library team for help with finding literature via [lrcinfo@mbro.ac.uk](mailto:lrcinfo@mbro.ac.uk) or live Chat.
- IT support and via the College Reboot website - <https://www.rebootmbro.co.uk> - which offers lots of online learning support, FAQs, help docs/videos and live chat support.

The personal tutoring system is in place to support students' full engagement with their programme of study and gain as much as possible from their time at the College. Though the emphasis is on academic support, tutorials are also an opportunity to raise pastoral issues which may be having an impact on a student's academic performance. Tutors can offer support and advice and, if required, direct students to further support services available within the College. In the final year students are encouraged to arrange tutorials as and when required.

Student learning and personal development is supported at all Levels of study via personal and professional (PDP) development in all modules and particularly *Developing Individual Potential* (L4) and *Industry Related Project* (L5). This activity is further supported by the Personal Tutor system.

The Level 5 *Industry Related Project* module also aims to facilitate students to conduct independent research and analysis on a selected topic including, where relevant, consideration of legal, social, ethical and professional issues. *Industry Related Project* supervisor(s) are allocated to cover subject specialism and academic skills. Students can access tutor support outside supervision times. Finally, *Industry Related Project* aims to facilitate students to deliver a high quality, well-presented, substantial evaluative written report.

### 5.9 Programme Documentation and Online Learning Support

Students are provided with Programme and Module Handbooks which contain comprehensive information on how their degrees and modules are structured and delivered. These documents are also available to students throughout each academic year (and for the duration of their registration) via a web-based Virtual Learning Environment (VLE) and Microsoft Teams. This online resource enables all tutors to add supplementary materials including videos. All students submit assessments through the VLE which processes assignments through *Turnitin*, a plagiarism checking system. All students attend tutorial sessions at the beginning of the course in which they learn how to use the VLE.

#### 5.10 Library and Learning Resources

Students can access a range of resources through the College Learning Resource Centre (LRC) and students attend a number of LRC introduction and help sessions during Induction Week and in the first few weeks of term.

Open access computers are available at various locations throughout the College and in all of the buildings where teaching takes place. In addition, there is a quiet room in the College LRC exclusively for higher education students. Access is dependent upon demand but is provided on a drop-in basis. Please refer to the Section 14 Background Document for details of the College's response to Covid-19 with respect to Library support.

#### 5.11 Virtual Learning Environment (VLE) and Microsoft Teams

Every programme has its website on the College VLE which is a key resource to support student learning as well as engagement with the programme and the College in general. All teaching materials and general course information is backed up on the VLE, ensuring that students can access what they need when they need it. The VLE is also used as a portal to other sources of support. Students can access the programme of informal workshops designed to support their learning, including: improving writing style and referencing, planning assignments, developing critical thinking and other key skills. Students also interact with staff and peers via Microsoft Teams. Please refer to the Section 14 Background Document for details of the College's response to Covid-19 with respect to IT and VLE support.

#### 5.12 Support for Part-time Students

Part-time students receive blended learning support via the College VLE which enables them to keep pace with the standard module delivery pattern experienced by the full-time students. In addition, the academic year for part-time students is extended by 10 weeks at Level 4 and Level 5 to provide additional time to complete the work-related modules. (See also Section 4.2 above.)

#### 5.13 Additional Learning Support

Any student that considers that they have - or may have - additional learning support needs can access a range of support through the College via the HE SENCo and Student Support Services. Initial assessments are provided to support understanding of the range of support that may be needed which will then trigger the provision required.

#### 5.14 Student Services

All students are able to access the College Student Services which are based in the Dock Street building which has its own reception and drop in facilities. As well as general advice about the College, the Student Services team also provide counselling, financial support, learning support, sign posting to additional or partner services.

#### 5.15 HE Student Areas

All HE students have areas in the College that are exclusively for their use. A new University Centre Middlesbrough building is currently under construction and is due to open in September 2021.

#### 5.16 The Job Shop

The College provides has its own Job Shop which opened in 2013 and provides a range of support to students. As well as advertising vacancies provided by local employers, the Job Shop also provides a range of support to students, including help with job applications, CV writing, interview preparation, job searching, writing covering letters and finding work experience. All of the support is available either through drop/bookable appointments.

### 5.17 The Fitness Studio

All students are entitled to free membership of the Fitness Studio. The Techno Gym equipped facility provides a range of cardiovascular and resistance exercise equipment. Together with the latest innovations in IT wellness programme monitoring, students can engage in regular exercise in a friendly and easily accessible environment. Support and guidance are available during opening hours from experienced staff.

### 5.18 Other facilities

The College has a wide range of other facilities which students can access either free of charge or at subsidised or nominal rates. Examples include:

- 156 seat theatre which produces a number of performances throughout the year many of which are free for students to attend;
- Hair Salon providing low cost services;
- Beauty Spa facility which offers; Jacuzzi, light therapy sauna and steam room, dry; flotation room, 39 private treatment rooms and nail bar;
- Waterside Brasserie, the award-winning College restaurant which is as well as offering excellent value for money.
- Professionally equipped Recording Studios.

## 6. Criteria for admission

The most popular (and directly relevant) entry qualifications are the BTEC Level 3 Business programme and an A-Level portfolio that includes Business Studies with a UCAS entry target of 64 points. However, for applicants who do not meet these minima, the Programme Team explore the applicants' experience and enthusiasm in interviews.

Where applicants apply with qualifications that are not directly relevant, the Programme Team looks for evidence of relevant experience. Non-standard entrants are interviewed to assess their ability to complete the course. This activity entails a review of any professional experience and training gained in the workplace to ensure that applicants are adequately prepared to cope with the academic level of study. The Programme Team explore applicants' qualifications and experience for relevance and will apply the [College RPL process/policy](#) as necessary. All applicants are interviewed by the Programme Leader.

In all cases successful candidates require qualifications in English Language and Mathematics to at least GCSE grade 4 level or have demonstrated adequate skills and competencies in an interview.

## 7. Language of study

English.

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N.A.

9. Methods for evaluating and improving the quality and standards of teaching and learning.

#### 9.1 College HE Teaching and Learning

The College has recognised the importance of having a distinct approach to HE learning and teaching for over ten years. The first HE specific Learning and Teaching process was introduced in 2009. Subsequent reviews and updates in 2011 and 2014, have enhanced the process to reflect the aims of the [UK Professional Standards Framework](#) and prepared the College to meet the expectations of the [Teaching Excellence Framework](#).

Many of the innovations established in the evolution of this process have been subsumed into the current Cross-College Learning and Teaching model for all levels, including a non-graded observation process. The underlying principle throughout, has been around placing the student at the centre of the process to ensure that their learning and attainment of Learning Outcomes drives the process. Underpinning this principle is a focus upon ensuring that lecturing staff are fully engaged in the process to match outcomes to professional discussion and peer review.

As the College moves into 2021, the approach is being further refined to form part of the Departmental Review process which is being applied across the College. The distinct nature of HE provision however, is still reflected in the approach. A mark of the success of the approaches taken to date are reflected in the [award of the GOLD standard](#) in the June 2017 Year 2 Teaching and Excellence Framework.

#### 9.2 Observation of Teaching and Learning (OTL)

The OTL process for HE provision has been contextualised to reflect the differences between HE and FE. The OTL process for FE courses is based upon the expectations of the Common Inspection Framework, whereas the HE model, is aligned to the expectations of the [UKPSF](#) and the [TEF](#). Central to the process is the student as an independent learner, developing their academic skills as they progress through their academic career.

The model distinguishes between different levels of study and differing abilities of the students. At Level 4, teaching staff take a lead role in the student learning process, but as students progress, the balance gradually evolves to involve students as leaders/co-leaders of learning. To facilitate this model, student learning and reflection may not take place at the same time as content delivery, making it difficult for an observer to see the product of the model. To work around this, the OTL process for HE lessons is based on mapping the observation of the session to the scheme of work and planned assessment tasks.

The outcome of the OTL forms the basis of a professional discussion with a Teaching and Learning mentor, as well as with members of the HE Teaching Team, to ensure that good practice is shared across the College. Any trends identified from OTL reports or staff feedback are used to inform relevant CPD activity via the *HE CPD, Research and Teaching Learning Working Group*.

### 9.3 Feedback from Students

Another input to the process of evaluating and improving the quality and standards of teaching and learning is feedback from students. Feedback emerges through several routes. The most significant is through the Module Evaluation Questionnaires. In addition to five-point Likert scale questions, students are free to comment regarding any aspect of the module. The results and comments from the Module Evaluation Questionnaires feed into Module Reports and the OU Integrated Programme Monitoring (IPM) process. Over the past twelve years, student feedback has been vital in informing the 'minor modifications' College HE programmes have undergone. Student feedback is also collected from the HE Student Council, Programme Boards, induction surveys, the Student Reps, the NSS and in both formal and *ad hoc* tutorials.

### 9.4 Staff Workforce Development

Improving the quality and standards of teaching and learning is also a focus of internal and external Workforce Development (WFD) sessions. Academic staff attend a range of internal and external staff development events aimed at improving teaching and learning. The academic year 19/20 saw a significant focus on developing on-line provision and learning due to the Covid 19 outbreak. The academic year 20/21 saw the introduction of Teaching Innovation Groups (TIG) which utilises the [IRIS CPD system](#).

### 9.5 Staff New to HE

All staff new to teaching HE at the College are required to hold a relevant degree and a PgCE as part of the terms of their employment. A higher degree is desirable for all staff and for those teaching Level 6, holding a relevant Level 7 qualification or the commitment to study for one is essential. Staff new to teaching HE at the College receive initial tailored CPD to help them to make the transition.

### 9.6 Staff New to Delivering at Level 6

New staff employed for the delivery of Level 6 awards are required to hold a relevant level 7 qualification. Those staff already teaching at the College making the transition to level 6 delivery are provided with funding and support to complete a level 7 qualification at the earliest opportunity.

Programme teams new to Level 6 awards, are provided with advice and guidance from the Higher Education Office (HEO) during the programme development phase to ensure that the teams work appropriately and effectively with students at Level 6. As well as general information, which is also available via the VLE, teams are required to submit draft submissions for feedback. A process of meetings and regular reviews of the design and content of the new awards ensures that awards are aligned to the [FHEQ](#) and expectations of the [UK Quality Code for Higher Education](#). In Programme Teams where there is no prior expertise amongst the team of delivering at Level 6, mentor support is provided by the HEO and experienced staff throughout the first year of delivery.

### 9.7 Ongoing Subject and Pedagogic Development

All HE Programme Teams share resources and good practice via Programme Boards, Departmental Reviews and the annual HE Conference. All teaching staff are supported by more experienced members of the team who act as mentors. In addition, the Cross-College learning and teaching mentors, made up of advanced practitioners, provide 1:1 support to teams as well as tailored CPD sessions. The College added a new post in 2018, to further support the HE team as the College develops a range of new programmes and increases the number of Level 6 awards it offers. The College has an HE Research and Scholarly Activity procedure which encourages and supports staff to maintain and annually update both pedagogical and subject expertise. These activities



are developed and monitored by the *HE CPD, Research and Teaching Learning Working Group* which reports to the *Academic Board*.

10. Changes made to the programme since last (re)validation

N.A.

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

## Annexe 1 – Curriculum Map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	D1	D2	D3	D4
4	Contemporary People Management	✓	✓					✓					✓		
4	The Organisational Environment	✓				✓	✓	✓			✓		✓	✓	
4	Introduction to Business Finance	✓				✓	✓		✓						✓
4	Understanding Business Organisations	✓						✓			✓		✓		
4	Marketing Tools & Principles in the Digital Age	✓	✓			✓	✓				✓			✓	✓
4	Developing Individual Potential			✓	✓				✓	✓		✓		✓	

Level	Study module/unit	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	D4
5	Employee Resourcing in the 21 <sup>st</sup> Century	✓	✓		✓	✓				✓		✓	✓	✓
5	Macro Economics	✓			✓	✓	✓					✓		✓
5	Innovation & Entrepreneurship	✓				✓		✓	✓	✓	✓		✓	
5	Leading & Managing Change	✓			✓	✓	✓			✓		✓		
5	Industry Related Project	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		

## Annexe Two: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.