

Programme Specification – Section 1

Students who achieve 120 credits at Level 0 and 120 credits at Level 4 will be awarded a CertHE in the subject of the named award upon which they are enrolled.

Students who achieve 120 credits at Level 0, 120 credits at Level 4 and 120 Credits at Level 5 will be awarded a DipHE in the subject of the named award upon which they are enrolled.

UCAS Programme Code(s) (where applicable and if known)

Foundation Year - TBC

Details for the degree programmes are stated above.

HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load.

Foundation Year - 100078

Details for the degree programmes are stated above.

External reference points

- [SEEC descriptors](#),
- The UK Quality Code for Higher Education including:
 - Qualifications Frameworks (incorporating the Framework for Higher Education Qualifications) (FHEQ);
 - Characteristics Statements (Foundations Degrees, Master’s Degrees, Doctoral Degrees)
 - Credit Frameworks;
 - Subject Benchmark Statement: Business and Management (Feb 15).
 - Foundation Degree qualification benchmark.
- Professional, Statutory and Regulatory Body (PSRB) standards and guidelines (see below).
 - Principles for Responsible Management Education (PRME)
 - UN Sustainable Development Goals (UNSDG)
 - British Chambers of Commerce
 - Confederation of British Industry
 - Department for International Trade
 - Institute of Directors
 - World Economic Forum

Professional, Statutory and Regulatory Body (PSRB) links

The named awards upon which students will be enrolled have links with a range of PSRBs, including the Association to Advance Collegiate Schools of Business (AACSB International), the Chartered Management Institute, the Chartered Institute of Marketing and the ACCA.

Refer to the programme specification for the relevant programme for details of specific PSRB relationships.

Places of delivery

Bournemouth University

Mode(s) of delivery

Full-Time
Part-Time

Language of delivery

English

Typical duration

12 months full-time
24 months part-time

Date of first intake

September 2020

Expected start dates

September

Maximum student numbers

Not applicable

Placements

Not Applicable

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Partner(s) Not Applicable	Partnership model Not Applicable
Date of this Programme Specification December 2022	
Version number v1.5 0922	
Approval, review or modification reference numbers E192037 EC2021 01, BU2020-21 01, approved 30/09/2020, previously v1.0 FM2021 26, previously v1.1 BUBS2122 11, approved 16/12/2021, previously v1.2 BUBS2122 30, approved 17/05/2022, previously v1.3 BUBS2223 01, approved 31/08/2022, previously 1.4 EC 2223 26, approved 16/12/2022	
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PROGRAMME STRUCTURE

Programme Award and Title: Year 0/ Level 0 Students are required to complete 3 core units.										
Unit Name	Core/ Option	No. of Credits	Assessment Element Weightings					Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/ minor load)
			Exam 1	Cwk 1	Cwk 2	Cwk 3	Cwk 4			
Fundamentals of Business & Management	Core	40		50	20	30		90	v1.1	100078
Academic & Professional Practice	Core	40		25	25	25	25	90	v1.1	101090 101278 (Balanced)
Fusion Business Project	Core	40	20	20	20	40		90	v1.1	101088
Progression requirements: Requires 120 credits at Level 0 to progress to validated named degree programmes. Exit qualification: Foundation Year Certificate (a minimum of 80 credits at Level 0)										

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AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

Foundation Year, Level 0, specifically designed to widen access for those applicants holding UCAS points lower than our advertised tariff or Clearing tariff. This Foundation Year will prepare students for success at degree level and will allow applicants to join one of a choice of Business and Management focused degree level programmes in the BU Business School in 12 months (F/T) or 24 months (P/T). By creating this programme specification it allows for a seamless transition from level 0 to level 4, level 5, placement year (optional) and culminating at level 6 in the award of an Honours Degree. This level 0 year forms a new but integral part of a suite of degree programmes within BU Business School. It promotes BU's commitment to widening participation by acknowledging that talented students with potential to succeed at degree level may come from a wide range of backgrounds and educational experiences and need a different HE environment to do so.

This Foundation Year Level 0 is BU's first distinctive offer designed for accessing Higher Education using an extended degree programme, tailoring the needs of various courses at level 4 by providing students with the opportunity to develop knowledge and skills that prepare them for level 4 studies that reinforce business knowledge and skills that were not earlier obtained sufficiently at School or FE education.

Students on this particular course will fall into three major categories:

- Mature students returning to full-time education often with a mix of vocational experience and qualifications;
- Students who have either non-subject appropriate A Levels or lack appropriate A Levels or equivalent qualifications for their chosen degree course;
- Students who have been identified as having potential to undertake such subjects but who would benefit from an additional year of study to realise this potential.

The BUBS Foundation Year programme:

- Develops the students' contemporary knowledge and understanding of facts, concepts and principles in the area of Business and Management, including the key functional areas;
- Develops the students' confidence in practising core academic and professional skills which underpin successful performance in an undergraduate degree context and support the development of employability.
- Develops the students' understanding of the holistic global nature of business and management through the BU Fusion Learning approach (education, research and professional practice elements embedded in the curriculum);
- Integrates an international focus and reflects the UN sustainable development goals for responsible practice;
- Takes an inclusive approach and the programme is delivered by a diverse staff base.
- Has a focus on developing core value sets for students' personal and professional development based on the BU values of excellence, inclusivity, creativity and responsibility.

Their subject-specific knowledge, combined with interpersonal and practical competencies will allow them to pursue a suitable degree programme of their choice and subsequently management opportunities across a wide spectrum of roles, organisations and sectors, both at home and internationally. Emphasis within the Foundation Year is placed on the acquisition and informed application of knowledge and understanding, as well as the development of professional skills, values, behaviours, capabilities and personal qualities to act upon that knowledge. Throughout their studies,

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students develop by considering such issues as the social, ethical and political impact of decisions, managing diversity, being globally aware, and dealing with uncertainty and ambiguity. Students are encouraged to develop their full potential in a stimulating learning environment, in which there is a strong emphasis on developing autonomy, resourcefulness and the abilities to manage themselves and others.

The development of personal and professional effectiveness, employability skills, global awareness and responsible citizenship features prominently throughout the Foundation Year programme, requiring students to reflect upon, and develop:

- ability to build and maintain relationships, and work collaboratively;
- ability to value diversity and work with people from a range of backgrounds and cultures;
- effective communication and listening skills, including the ability to produce clear, structured communications in a variety of media and for a range of purposes;
- emotional intelligence and empathy;
- analytical thinking;
- self-management, including a readiness to accept responsibility, become an independent learner, be resilient, proactive and appropriately assertive, and to plan, organise and manage time;
- self-awareness, self-reflection, and a commitment to personal and professional development.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The Foundation Year is fully aligned with the BU 2025 Strategic Plan, BU's Fusion vision and outcomes, and its values of excellence, inclusivity, responsibility and creativity:

- All our programmes fuse relevant, inclusive and contemporary curricula with the expertise of the teaching team, as well as industry practitioners, both within and beyond the university's campus (A1-A3; B3; C1; C2; D1; D2);
- Learning, teaching and assessment are informed by the current research, education and professional practice interests of the teaching team and relevant external collaborators and partners (A1-A3; B1-B3; C1; D1; D2);
- Our programmes equip students with the intellectual, practical and transferable skills for future employment (A3; B1; C1; C2; D1; D2);
- Our students develop a critical understanding of ethical management, corporate governance and social responsibility, sustainability, and responsible business practice (C1-3; D1; D2);
- Our curricula enable students to develop cultural awareness and/or an appreciation of their subject within a global context through the study of units with an international focus, as well as through opportunities to study and/or work abroad (A1; A2; C2; D3).

Additionally, our programmes align with other key BU priorities, as follows:

- Programme delivery makes full use of BU's virtual learning environment (VLE), Brightspace, through which students can remotely access programme-related materials and additional information / support, as well as submit assessment;
- Learning, teaching and assessment on these programmes are informed by BU's 'Centre for Fusion Learning, Innovation and Excellence' (FLIE), including the Technology Enhanced Learning (TEL) strategy. Accordingly, blended learning, flipped learning, co-creation, feedback / feed-forward, patchwork assessment, phased assessment, and other dynamic and innovative pedagogical approaches are embedded within the programmes;
- In line with BU's commitments to responsibility and sustainability, the curriculum is delivered in accordance with the Principles for Responsible Management Education (PRME), as well as with the UN Sustainability Development Goals (UNSDG);
- All Business School programmes have been designed in accordance with the requirements of the AACSB International, in respect of Assurance of Learning (AoL), as well as to ensure that innovation, engagement and impact are emphasised throughout the curriculum.

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LEARNING HOURS AND ASSESSMENT

Bournemouth University's taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The credit value of all Foundation Year units is 40 credits.

40 credits equates to 400 study hours required of the student, including lectures, seminars, assessment and independent study. 40 Bournemouth University credits are equivalent to 20 European Credit Transfer System (ECTS) credits.

Contact hours may take the form of timetabled / scheduled sessions, such as lectures, seminars, demonstrations, lab sessions, one-to-one tutorials, assessment feedback sessions and so on, but may also take the form of virtual contact, e.g. via email, Brightspace (VLE) and other forms of technology.

The number of contact hours for the Foundation Year Units is normally equivalent to 90 hours. However, on units with a particularly strong focus on independent learning and/or group-based assessment, and which seek to simulate real life scenarios, the number of contact hours may be fewer.

The assessment workload for a unit takes into account the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection).

Assessment per 40-credit unit normally consists of 6,000 words or equivalent. The Foundation Year will include a wide range of assessment techniques (e.g. coursework, report, presentation, workshop design and delivery, poster presentation, examination) to give students experience of undertaking assessment types which are used on their choice of degree programme. Assessments are marked based on the Bournemouth University's Generic Marking Criteria ([ARPP 6F – Generic Assessment Criteria Procedure](#)) for the level. Bournemouth University's standard re-assessment regulations will be applied as appropriate and students will be given opportunity to resubmit the same assessment to show that they have addressed the feedback appropriately and meet the ILOs of the unit. For the Foundation Year, an individual student must pass all 120 credits under the University's Standard Regulations before progressing to level 4.

STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of senior academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians and research students.

Since our Foundation Year allows for students to gain access to a range of Business and Management programmes the focus significantly on the needs and expectations of employers, as well as organisational contexts and challenges, some assessments, e.g. presentations, simulations, practical exercises, may also be evaluated formatively by qualified professional practitioners, who will typically provide informal feedback at the time of the assessment.

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INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

LEVEL 0/ FOUNDATION YEAR CERTIFICATE INTENDED LEVEL OUTCOMES

<p>A: Knowledge and understanding</p> <p>Level 0 provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 0 learning outcomes:</p>
<p>A1) Understand the basic functions of business and management;</p> <p>A2) Explain the main concepts, theories and/or practice relating to business and management areas and contexts;</p> <p>A3) Locate and organise a range of information or evidence from given or familiar sources.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (A1- A3); • seminars/workshops (A1 – A3); • directed reading (A1, A3); • use of the VLE (A3); • Independent research (A1). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Time Constrained Papers (A1, A2); • coursework essays or reports (A1 – A3); • Presentations (group or individual) (A1-A3) • Projects (A2, A3).
<p>B: Intellectual skills</p> <p>This Foundation Year provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 0 learning outcomes:</p>
<p>B1) Apply learning to a range of subject-related tasks;</p> <p>B2) Analyse a range of material using given methods.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • seminars/workshops (B1, B2); • directed reading (B1, B2); • use of the VLE (B1, B2); • independent research (B1, B2).

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	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework essays or reports (B1, B2); • reflective report or portfolio (B1, B2) • presentations (group or individual) (B1, B2) • Projects (B1, B2).
<p>C: Practical skills</p> <p>This Foundation Year provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 0 learning outcomes:</p>
<p>C1) Understand and apply learning in key academic skills</p> <p>C2) Use various models/frameworks to reflect and improve on personal and professional development needs.</p> <p>C3) Understand and begin to develop the practical skills which are identified as important by employers.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • group exercises (C1-C3). • seminars/workshops (C1-C3) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • reflective report or portfolio (C1-C3) • presentations (group or individual) (C1-C3)
<p>D: Transferable skills</p> <p>This Foundation Year provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 0 learning outcomes:</p>
<p>D1) develop confidence in interpersonal skills including collaboration, active listening, socio-emotional intelligence, and presentations.</p> <p>D2) understand the importance of personal and professional values in recognising diversity and inclusion in the workplace.</p> <p>D3) understand and reflect on the importance of autonomy, responsibility and resilience in study and work.</p> <p>D4) Understand and practice the written communication skills required for further study and work.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • seminars/workshops (D1- D4); • tutorials/surgeries (D1-D4); • use of the VLE (D1 – D4); <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework essays (D1 – D4); • reflective report or portfolio (D1-D4) • presentations (group or individual) (D1-D4) • simulations/role plays (D1-D4)

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ADMISSION REGULATIONS

The standard entry requirement of a level 0/level 3 programme is a minimum of 1 A-Level or qualifications considered by BU to be equivalent at Level 3 of the Framework for Higher Education Qualifications. A combination of academic and experiential learning (such as work experience or extra-curricular activities in a relevant field) will be considered on its individual merits and may be acceptable if the applicant does not possess traditional qualifications. Non-UK applicants for whom English is not their first language must offer evidence of English language ability in all four components: Listening, Speaking, Reading and Writing. The standard English language requirement of a level 0/level 3 programme is IELTS (Academic) 5.5 with a minimum of 5.5 in writing, speaking, listening and reading.

Awaiting Admissions Group to approve entry requirements. The regulations for the Foundation Year are the University's Standard Undergraduate Admissions Regulations (TBC by Senate).

PROGRESSION ROUTES

Recognition arrangements provide formally approved entry or progression routes through which students are eligible to apply for a place on a programme leading to a BU award. Recognition does not guarantee entry onto the BU receiving programme only eligibility to apply. In some cases, additional entry criteria such as a Merit classification from the feeder programme may also apply. Please see the [recognition register](#) for a full list of approved Recognition arrangements and agreed entry criteria.

ASSESSMENT REGULATIONS

The regulations for this programme are the [University's Standard Foundation Year Assessment Regulations and the University's Standard Undergraduate Assessment Regulations \(TBC by Senate\)](#).

WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

Bournemouth University undergraduate degree programmes embed a range of placement learning opportunities, including 30 week sandwich placements, and shorter placements. See the relevant programme specification for specific details.

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Programme Skills Matrix

Units		Programme Intended Learning Outcomes																		
		A 1	A 2	A 3			B 1	B 2				C 1	C 2	C 3			D 1	D 2	D 3	D 4
L E V E L 0	Fundamentals of Business & Management	X	X	X			X	X				X		X			X	X	X	X
	Academic and Professional Practice			X			X	X				X	X	X			X	X	X	X
	Fusion Business Project	X	X	X			X	X				X		X			X	X	X	X

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<p>A – Subject Knowledge and Understanding This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p> <ol style="list-style-type: none">1. Understand the basic functions of business and management;2. Explain the main concepts, theories and/or practice relating to business and management areas and contexts;3. Locate and organise a range of information or evidence from given or familiar sources.	<p>C – Subject-specific/Practical Skills This programme provides opportunities for students to:</p> <ol style="list-style-type: none">1. Understand and apply learning in key academic skills2. Use various models/frameworks to reflect and improve on personal and professional development needs.3. Understand and begin to develop the practical skills which are identified as important by employers.
<p>B – Intellectual Skills This programme provides opportunities for students to:</p> <ol style="list-style-type: none">1. Apply learning to a range of subject-related tasks;2. Analyse a range of material using given methods.	<p>D – Transferable Skills This programme provides opportunities for students to:</p> <ol style="list-style-type: none">1. develop confidence in interpersonal skills including collaboration, active listening, socio-emotional intelligence, and presentations.2. understand the importance of personal and professional values in recognising diversity and inclusion in the workplace.3. understand and reflect on the importance of autonomy, responsibility and resilience in study and work.4. Understand and practice the written communication skills required for further study and work.

