Programme specification

*(Notes on how to complete this template are provide in Annexe 3)*

1. Overview/ factual information

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| **Programme/award title(s)** | FD Business Data Management |
| **Teaching Institution** | Belfast Metropolitan College |
| **Awarding Institution** | The Open University (OU) |
| **Date of first OU validation** | 04.05.2022 |
| **Date of latest OU (re)validation** | N/A |
| **Next revalidation** | 04.05.2027 |
| **Credit points for the award** | 240 |
| **UCAS Code** |  |
| **HECoS Code** |  |
| **LDCS Code (FE Colleges)** |  |
| **Programme start date and cycle of starts if appropriate.** | September 2022 |
| **Underpinning QAA subject benchmark(s)** | QAA Business & Management 2019 |
| **Other external and internal reference points used to inform programme outcomes.**  **For apprenticeships, the standard or framework against which it will be delivered.** | N/A |
| **Professional/statutory recognition** | N/A |
| **For apprenticeships fully or partially integrated Assessment.** |  |
| **Mode(s) of Study (PT, FT, DL,**  **Mix of DL & Face-to-Face)**  **Apprenticeship** | FT, PT, DL, Higher Level Apprenticeship |
| **Duration of the programme for each mode of study** | 2 YEARS |
| **Dual accreditation (if applicable)** |  |
| **Date of production/revision of this specification** | 24/02/22 |

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| **Please note: This specification provides a concise summary of the main features of the program 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 students 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 proposed rationale of the programme is to**:   1. Equip learners with the skills and knowledge relevant to employment in a business environment where leadership and management pedagogy and a range of technologies are used to inform business decision making. 2. To support the participation of learners from a range of disciplines to equip them with the knowledge and skills to enter employment where data is used to shape organisational growth and sustainability. 3. To provide a business-relevant solution to meet the needs of employers in business sectors where the application of IT skills and business management knowledge co-exist within a management framework qualification. 4. To provide a sustainable pipeline of new talent for employers currently experiencing skills deficit in business management and applied business technologies. 5. To provide an opportunity for learners to progress to a range of bachelor’s degree (Hons) programmes. 6. To provide an opportunity for learners to experience and apply the knowledge and transferable skills in the workplace.   **Target Audience:**   * The target audience is learners who have recently completed   A-Level’s or equivalent in the subjects; Business Studies, Business, and/or ICT. These learners may wish to undertake a programme of study that combines both business acumen and data management through ICT programmes that enhance their technical skills in data analytics and visualisation.  **Structure:**   * The Foundation Degree (FD)in Business Data Management will be structured in a way that supports transfer of academic knowledge and understanding and that this integrates with, and supports the development of, vocational skills and competencies, whilst ensuring academic rigour. * The structure of the Programme will take account of external reference points such as ‘Frameworks for Higher Educational Qualifications’, professional body accreditation schemes and management frameworks such as those shaping and informing Higher Level Apprenticeships (HLA). * The programme will ensure that the Work Based Learning (WBL) is relevant and contextualised within the scope of the employer need in this area in order to promote and ensure the availability of a pipeline of talent. WBL will also be structured to support the enhancement of relevant transferable skills needed for employment in this sector. Cognisance will also be given to ensuring the programme is representing opportunities for employment across small and medium-sized enterprises, and self-employment. * WBL will enable learners to take on appropriate role(s) within the workplace, giving them the opportunity to learn and apply the skills and knowledge they have acquired as an integrated element of the course. Whilst WBL will be supported and encouraged through a range of media including part-time work, integrated work placements, and real work environments, it will be defined clearly within the context where the WBL should lead to the identification and achievement of defined and related learning outcomes for the learner. * The structure of the FD in Business Data Management will have at its core, an integrated approach to demonstration of characteristics that include employer involvement; accessibility; articulation and progression, flexibility; and partnerships with industry.   **Progression Pathways**  Belfast Metropolitan College aspire to offer the FD in Business Data Management as a route to a bachelor’s degree with honours course and would explore the options with OU in Business. Alternatively, it is felt the FD in Business Data Management provides learners with options for progression to a range of other providers/courses.  It is anticipated that the FD in Business Data Management will, if successful, also be used by the College in an application to DfE for a HLA in Business Data Management.  **Context**  Leadership and management decision-making sits within an increasingly volatile, uncertain, complex, and ambiguous (VUCA) environment. For this reason, data-driven, informed, and agile decision-making is crucial. The Foundation Degree in Business Data Management seeks to address the relevance-rigour debate and facilitate learners in gaining high-value work-ready skills that address the extent and future needs of employers.  The market research will address the need for purposeful upskilling in business management knowledge, understanding and synthesis; the need for improved digital skills; and the academic thinking on the need to close the relevance-rigour gap.  **Business Management Relevant and Contemporary Upskilling**  A recent (2019) briefing report[[1]](#endnote-1) outlined the views of employers on the deficit in leadership and management capabilities in the 2019 Workforce Development Survey. It was found that 81% of respondents stated that there was room for improvement in the leadership and management skills within their organisation.  The need for academic qualifications and vocationally relevant skills was evident in the research:    The paper further reported marked skills deficiencies in current employees thus,    pedagogy therefore needs to address the reasons for the need for improvement in organisations across all sectors. Employers in the aforementioned 2019 survey highlighted critical factors that need to be addressed.    The takeaway key skills and issues for the future that employers want education programmes to address were summarised as:      **Digital Skills**  The Northern Ireland Skills Barometer July 2019 has indicated that there could a shortfall of up to 11,360 skilled IT workers in Northern Ireland by 2028. The report states that “The fastest rates of growth in the high growth scenario are recorded in information and communication (4.2% p.a.), professional, scientific and technical services (2.4% p.a.) and finance and insurance (1.9% p.a.).”  Analysis into supply gap by NQF shows that the subjects forecast to be predominantly under-supplied are engineering and technology, maths and computer sciences and physical and environmental sciences. It is estimated that the economy will require an additional 330 engineering and technology graduates and 290 additional maths and computer science graduates each year. This gap can be closed by either increasing the number of graduates overall, improving the employability skills of graduates who are unable to secure graduate level employment or encouraging applicants to university to change their pattern of subject choices.  The Skills Barometer Report of July 2019 summarises that “Higher level professional and technical skills are important from an economic perspective. In the high growth scenario, the supply gap indicated a shortage of mid-level skills.  https://www.economy-ni.gov.uk/.../Skills-Barometer-2019-Summary-Report.pdf  **Governmental call for digital skills to be embedded in education.**  The Government released a policy paper (01.03.21) ‘Digital skills and inclusion – giving everyone access to the digital skills they need’. The paper stated that individuals, businesses, government, and other organisations must take steps now to ensure that we have the skilled and capable workforce needed in an increasingly digital world. As our modern industrial strategy sets out, a lack of digital skills is not only a barrier to people fulfilling their potential, but also a barrier to a more productive economy.  There has been increasing traction on asking educators to purposefully embed digital skills in education as although young people are often thought of as ‘digital natives’, according to a recent Capgemini study, almost half of senior decision makers do not believe young people know how to use digital skills for work.  **The Relevance-Rigour Gap**  Traditional pedagogy models are often centred around the fact that the majority of content and delivery is classroom-based and fails to embrace the challenges experienced in many organisations today (Liedtke et al., 1999), and it is often argued that the use of outdated theories and paradigms is disingenuous to the reality of corporate life. The Foundation Degree in Business Data Management embraces the fact that leadership and management theory curriculum must be contemporary and relevant to meet current VUCA environments (Codreanu, 2016). It is the skill and willingness of the academic practitioner in concert with the learners to come to these theories and paradigms with a criticality (Davies, 2015) that seeks to glean the relevant and to understand their learning in their own context (Cao & Gu, 2018). By taking a more dynamic approach to pedagogy, the learner can explore their workplace organisational context and their response to it (Margulies & Gregg, 2013). This criticality of thought frees the learner to accept that just because something is written and extolled as robust theory, does not necessarily make it so (Freire, 2018), and that converging and opposing viewpoints must be iteratively considered for deep and reflective learning (Williams, 2000). (From Doctoral Thesis [rmurtagh@belfastmet.ac.uk](mailto:rmurtagh@belfastmet.ac.uk))  The overriding ethos of this new foundation degree is to break free from traditional pedagogy and to embrace innovative and creative ways of learning and engaging both in the classroom and via the workplace through the practicum element. The rigour of academia will be satisfied through robust and engaging teaching, learning and assessment, and the workplace aspect allows the learner the freedom to implement new learning in the workplace, thereby satisfying the relevance aspect of the rigour-relevance gap.  **The Work Based Learning element.**  The programme will ensure that the Work Based Learning module is relevant and contextualised within the scope of the employer need in this area in order to promote and ensure the availability of a pipeline of talent. WBL will also be structured to support the enhancement of relevant transferable skills needed for employment in this sector. Cognisance will also be given to ensuring the programme is representing opportunities for employment across small and medium-sized enterprises, and self-employment.  WBL will be supported to enable learners to take on appropriate role(s) within the workplace, giving them the opportunity to learn and apply the skills and knowledge they have acquired as an integrated element of the course. Whilst WBL will be supported and encouraged through a range of media including part-time work, integrated work placements, and real work environments, it will be defined clearly within the context where the WBL should lead to the identification and achievement of defined and related learning outcomes for the learner.  The structure of the FD in Business Data Management will have at its core, an integrated approach to demonstration of characteristics that include employer involvement; accessibility; articulation and progression, flexibility; and partnerships with industry.  **The HLA Option**  In June 2014 the Department published “Securing our Success”, the Apprenticeship Strategy for Northern Ireland. The Strategy commits to providing opportunity for apprenticeships in a wider range of occupational areas from Levels 3 – 8. This focus on delivering higher level skills and qualifications through an apprenticeship model requires the continued development and restructure of proposals to take forward Higher Level Apprenticeships (HLAs). The College has more than 5-years’ experience of delivering Higher Level Apprenticeships and is familiar with all aspects of the tri-partite agreement and the operational requirements of such programmes. The learners progress will be mapped through their personal training plans and PTP reviews. College mentors will be appointed to liaise with workplace mentors and there will be four workplace reviews conducted yearly. The full suite of student support systems will be available to the HLA intake. |

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| 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) |
| Belfast Metropolitan College will be exploring articulation agreements with other academic institutions which include The Open University and Queens University of Belfast for further post graduate qualifications. Such as:  BA (Honours) Business Management Open University  BSc Business Management with Placements Queens University Belfast  BSc Business Information Technology Including Professional Experience Queens University Belfast |

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| 2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award. |
| **The Work Based Learning element.**  The programme will ensure that the Work Based Learning (WBL) is relevant and contextualised within the scope of the employer need in this area in order to promote and ensure the availability of a pipeline of talent. WBL will also be structured to support the enhancement of relevant transferable skills needed for employment in this sector. Cognisance will also be given to ensuring the Programme is representing opportunities for employment across small and medium-sized enterprises, and self-employment.  WBL will be supported to enable learners to take on appropriate role(s) within the workplace, giving them the opportunity to learn and apply the skills and knowledge they have acquired as an integrated element of the course. Whilst WBL will be supported and encouraged through a range of media including part-time work, integrated work placements, and real work environments, it will be defined clearly within the context where the WBL should lead to the identification and achievement of defined and related learning outcomes for the learner.  The structure of the FD in Business Data Management will have at its core, an integrated approach to demonstration of characteristics that include employer involvement; accessibility; articulation and progression, flexibility; and partnerships with industry.  The College has a WBL Learning pack to support students on placements (where applicable). The Work-based project will be college and employer driven and provide the student with the opportunity to apply the knowledge and skills acquired during year one of the programme to undertake a project. Guidance to employers, students and assessors regarding appropriate roles and responsibilities is provided along with documentation templates for the monitoring/assessment process. In cases where a student is an employee of the company, the module may be completed in the student’s workplace or part of it may be designed to include components of their current working activities. The College will follow the Quality Code guidance:  <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/work-based-learning>  This is course/module specific.  The College will ensure employer involvement in the monitoring of progress by following the Quality Code, Advice and Guidance Theme ‘Monitoring and Evaluation’  <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/monitoring-and-evaluation>  **HLA**  The Higher-Level Apprenticeship (HLA) programme represents the implementation of this new apprenticeship provision, by providing apprentices with the opportunity to achieve an industry approved qualification from Level 4 up to Level 8, through paid employment and ‘off the job’ training, while ensuring “quality and achievement of the full apprenticeship award/qualification” as envisioned by the strategy.  To be eligible a person must, as a minimum, meet each of the following criteria:   * + 1. be a new employee in, or about to take up a permanent remunerative employment offer, or an existing employee moving to a new job role that requires a substantial amount of learning and skills development commensurate to the apprenticeship pathway. An exception may be made if an individual is already on an apprenticeship pathway at a lower level, with the HLA providing a progression route without the need to move to a new job role. It is the employer’s responsibility to ensure this criterion is met.     2. be employed by a company with a permanent base in Northern Ireland, have a contract of employment in place, be contracted to work a minimum of 21 hours per week (which includes day release/off-the-job directed training) with one employer, and in receipt of the appropriate wage.     3. have achieved all necessary entry academic qualifications determined by the relevant sector for the Departmental approved apprenticeship; and     4. pass any entry tests specified by the relevant sector for the Departmental approved apprenticeship.   The apprentice may start their employment up to a maximum of 6 months prior to the commencement of their off-the-job training.  Apprentices will complete a 4-day week with their employer and will attend College on a day-release basis 1-day per week during the academic year. The structure of the HLA in Business Data Management will haveat its core, an integrated approach to demonstration of characteristics that include employer involvement; accessibility; articulation and progression, flexibility; and partnerships with industry. Modules will be delivered across the two-year programme and progress mapped to their individual PTP. Milestones will be drawn down as appropriate progress points are met. |

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| 2.4 List of all exit awards |
| Level 4 Certificate Higher Education in Business Data Management  Foundation Degree in Business Data Management |

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| **3. Programme structure and learning outcomes**  ***(The structure for any part-time delivery should be presented separately in this section.)*** | | | | | |
| **Programme Structure - LEVEL 4** | | | | | |
| **Compulsory modules** | **Credit points** | **Optional modules** | **Credit points** | **Is module compensable?** | **Semester runs in** |
| **Semester 1**  Business management  Digital marketing  Financial transactions and reporting  **Semester 2**  Data analytics  Personal and professional development  Human resource management | 20  20  20  20  20  20 |  |  | YES  YES  YES  YES  YES  YES | Semester 1  Semester 1  Semester 1  Semester 2  Semester 2  Semester 2 |

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

| Learning Outcomes – LEVEL 4 | |
| --- | --- |
| 3A. Knowledge and understanding | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **A1** Demonstrate knowledge of relevant academic theories, conceptual models, and techniques to support the application of data management in business decision making | * Teaching and Learning Methods: Lectures, tutor directed tutorials, supervised practical sessions, student-led seminars and use of the college’s Virtual Learning Environment. * Assessment Methods: Coursework related to assignments, case studies and group projects, written unseen examinations, open book assessments, presentations, practical examination/observation, and project reports. * Application and use of online virtual labs that enable students to construct real-life scenarios to experiment and test out practical approaches to simulate advanced network configurations. |
| **A2** Demonstrate a knowledge of the contemporary business environment | * Teaching and Learning Methods: Lectures, tutor directed tutorials, supervised practical sessions, student led seminars and use of the College’s Virtual Learning Environment. * Assessment Methods: Coursework related to assignments, case studies and group projects, written unseen examinations, open book assessments, presentations, practical examination/observation, and project reports. * Application and use of online virtual labs that enable students to construct real-life scenarios to experiment and test out practical approaches to simulate advanced network configurations. |
| **A3** Utilise data analysis techniques to improve business decision making | * Teaching and Learning Methods: Lectures, tutor directed tutorials, supervised practical sessions, student led seminars and use of the College’s Virtual Learning Environment. * Assessment Methods: Coursework related to assignments, case studies and group projects, written unseen examinations, open book assessments, presentations, practical examination/observation, and project reports. * Application and use of online virtual labs that enable students to construct real-life scenarios to experiment and test out practical approaches to simulate advanced network configurations. |
| **A4** Demonstrate knowledge of current financial and management practices that would support the operational success of a business | * Teaching and Learning Methods: Lectures, tutor directed tutorials, supervised practical sessions, student led seminars and use of the College’s Virtual Learning Environment. * Assessment Methods: Coursework related to assignments, case studies and group projects, written unseen examinations, open book assessments, presentations, practical examination/observation, and project reports. * Application and use of online virtual labs that enable students to construct real-life scenarios to experiment and test out practical approaches to simulate advanced network configurations. |

| 3B. Cognitive skills | |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **B1** Appraise current innovative solutions to leadership and management problems using supporting evidence and contemporary ideas and techniques | * Teaching and Learning Methods: Lectures, tutor directed tutorials, supervised practical sessions, student led seminars and use of the College’s Virtual Learning Environment. * Assessment Methods: Coursework related to assignments, case studies and group projects, written unseen examinations, open book assessments, presentations, practical examination/observation, and project reports. * Application and use of online virtual labs that enable students to construct real-life scenarios to experiment and test out practical approaches to simulate advanced network configurations. |
| **B2** Evaluate a range of phenomena, models, theories, principles, and practices relevant to leadership and management in a modern business environment | * Teaching and Learning Methods: Lectures, tutor directed tutorials, supervised practical sessions, student led seminars and use of the College’s Virtual Learning Environment. * Assessment Methods: Coursework related to assignments, case studies and projects, written unseen examinations, open book assessments, presentations, practical examination/observation, and project reports. * Application and use of online virtual labs that enable students to construct real-life scenarios to experiment and test out practical approaches to simulate advanced network configurations. |
| **B3** Demonstrate an awareness of the concept of corporate social responsibility and ethical practice which impact leadership and management strategy and decisions-making in business | * Teaching and Learning Methods: Lectures, tutor directed tutorials, supervised practical sessions, student led seminars and use of the College’s Virtual Learning Environment. * Assessment Methods: Coursework related to assignments, case studies and group projects, written unseen examinations, open book assessments, presentations, practical examination/observation, and project reports. * Application and use of online virtual labs that enable students to construct real-life scenarios to experiment and test out practical approaches to simulate advanced network configurations. |
| **B4** Recognise how business data management can provide innovative solutions that aid business decision making | * Teaching and Learning Methods: Lectures, tutor directed tutorials, supervised practical sessions, student led seminars and use of the College’s Virtual Learning Environment. * Assessment Methods: Coursework related to assignments, case studies and group projects, written unseen examinations, open book assessments, presentations, practical examination/observation, and project reports. * Application and use of online virtual labs that enable students to construct real-life scenarios to experiment and test out practical approaches to simulate advanced network configurations. |

| 3C. Practical and professional skills | |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **C1** Undertake practical business activities using a range of skills and procedures whilst working as team-member | * Teaching and Learning Methods: Lectures, tutor directed tutorials, student led seminars, supervised practical sessions and self-directed learning employing study packs, and use of the College’s Virtual Learning Environment. * Assessment Methods: Coursework related to assignments, case studies and projects, written unseen examinations, open book assessments, presentations, practical examination/observation, and project reports. * Application and use of online virtual labs that enable students to construct real-life scenarios to experiment and test out practical approaches to simulate advanced network configurations. * Site visits to organisation and companies to reflect on industry standards, procedures, best practice, and current trends. * Employ case studies in online virtual laboratories to test out advanced network security concepts. |
| **C2** Undertake independent research and communicate the findings | * Teaching and Learning Methods: Lectures, tutor directed tutorials, student led seminars, supervised practical sessions and self-directed learning employing study packs, and use of the College’s Virtual Learning Environment. * Assessment Methods: Coursework related to assignments, case studies and projects, written unseen examinations, open book assessments, presentations, practical examination/observation, and project reports. * Application and use of online virtual labs that enable students to construct real-life scenarios to experiment and test out practical approaches to simulate advanced network configurations. * Site visits to organisation and companies to reflect on industry standards, procedures, best practice, and current trends. * Use of project-based module and case studies to build on knowledge and apply theoretical concepts and practical skills to real life situations. * Employ case studies in online virtual laboratories to test out advanced network security concepts. |
| **C3** Construct and report data effectively to appropriate audiences | * Teaching and Learning Methods: Lectures, tutor directed tutorials, student led seminars, supervised practical sessions and self-directed learning employing study packs, and use of the College’s Virtual Learning Environment. * Assessment Methods: Coursework related to assignments, case studies and projects, written unseen examinations, open book assessments, presentations, practical examination/observation, and project reports. * Application and use of online virtual labs that enable students to construct real-life scenarios to experiment and test out practical approaches to simulate advanced network configurations. * Site visits to organisation and companies to reflect on industry standards, procedures, best practice, and current trends. * Use of project-based module and case studies to build on knowledge and apply theoretical concepts and practical skills to real life situations. * Employ case studies in online virtual laboratories to test out advanced network security concepts. |
| **C4** Improve presentation and communication skills via reports or other suitable medium | * Teaching and Learning Methods: Lectures, tutor directed tutorials, student led seminars, supervised practical sessions and self-directed learning employing study packs, and use of the College’s Virtual Learning Environment. * Assessment Methods: Coursework related to assignments, case studies and projects, written unseen examinations, open book assessments, presentations, practical examination/observation, and project reports. |

| 3D. Key/transferable skills | |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **D1** Reflect on learning to further develop performance. | * Teaching and Learning Methods: Lectures, tutor directed tutorials, supervised practical sessions, student led seminars and use of the College’s Virtual Learning Environment. * Assessment Methods: Coursework related to assignments, case studies and projects, written unseen examinations, open book assessments, presentations, practical examination/observation, and project reports. * Application and use of online virtual labs that enable students to construct real-life scenarios to experiment and test out practical approaches to simulate advanced network configurations. |
| **D2** Demonstrate a realistic match between career aspirations and personal aptitudes, interests, and motivations, using external reference points and making clear connections between leadership and management, business data management, and the occupational sector | * Teaching and Learning Methods: Lectures, tutor directed tutorials, supervised practical sessions, student led seminars and use of the College’s Virtual Learning Environment. * Assessment Methods: Coursework related to assignments, case studies and projects, written unseen examinations, open book assessments, presentations, practical examination/observation, and project reports. * Application and use of online virtual labs that enable students to construct real-life scenarios to experiment and test out practical approaches to simulate advanced network configurations. |
| **D3** Select and use a range of communication methods and business data management appropriate to leadership and management and occupational contexts. | * Teaching and Learning Methods: Lectures, tutor directed tutorials, supervised practical sessions, student led seminars and use of the College’s Virtual Learning Environment. * Assessment Methods: Coursework related to assignments, case studies and projects, written unseen examinations, open book assessments, presentations, practical examination/observation, and project reports. * Application and use of online virtual labs that enable students to construct real-life scenarios to experiment and test out practical approaches to simulate advanced network configurations. |
| **D4** Apply knowlegde of numerical and statistical skills in various business contexts | * Teaching and Learning Methods: Lectures, tutor directed tutorials, supervised practical sessions, student led seminars and use of the College’s Virtual Learning Environment. * Assessment Methods: Coursework related to assignments, case studies and projects, written unseen examinations, open book assessments, presentations, practical examination/observation, and project reports. * Application and use of online virtual labs that enable students to construct real-life scenarios to experiment and test out practical approaches to simulate advanced network configurations. |
| **D5** Use a range of specialist software appropriate to the occupational context | * Teaching and Learning Methods: Lectures, tutor directed tutorials, supervised practical sessions, student led seminars and use of the College’s Virtual Learning Environment. * Assessment Methods: Coursework related to assignments, case studies and projects, written unseen examinations, open book assessments, presentations, practical examination/observation, and project reports. * Application and use of online virtual labs that enable students to construct real-life scenarios to experiment and test out practical approaches to simulate advanced network configurations. |

**[Exit Award on completion of Level 4 modules: Level 4 Certificate Higher Education in Business Data Management]**

| **Programme Structure - LEVEL 5** | | | | | |
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| **Compulsory modules** | **Credit points** | **Optional modules** | **Credit points** | **Is module compensable?** | **Semester runs in** |
| **Semester 1**  Business data and automation  Data visualisation  Global business management  **Semester 2**  Project management  Work based learning | 20  20  20  20  40 |  |  | YES  YES  YES  YES  NO | Semester 1  Semester 1  Semester 1  Semester 2  Semester 2 |

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

| Learning Outcomes – LEVEL 5 | |
| --- | --- |
| 3A. Knowledge and understanding | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **A1** Demonstrate a detailed knowledge of relevant academic theories, conceptual models, and techniques within a framework of critical analysis and application of leadership and management issues and business management technologies  **A2** Demonstrate a comprehensive knowledge of the contemporary business environment evaluating its impact on strategic leadership and operations  **A3** Utilise data analysis and data visualisation techniques to improve business decision making  **A4** Devise and critically evaluate an appropriate research methodology for an independent project exploring a leadership and management related issue within a sector or a sector organisation | * Teaching and Learning Methods: Lectures, tutor directed tutorials, supervised practical sessions, student led seminars and use of the College’s Virtual Learning Environment. * Assessment Methods: Coursework related to assignments, case studies and projects, written unseen examinations, open book assessments, presentations, practical examination/observation, and project reports. * Application and use of online virtual labs that enable students to construct real-life scenarios to experiment and test out practical approaches to simulate advanced network configurations. |

| 3B. Cognitive skills | |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **B1** Critically appraise, devise, and sustain sound arguments and formulate innovative solutions to leadership and management problems using supporting evidence and contemporary ideas and techniques | * Teaching and Learning Methods: Lectures, tutor directed tutorials, supervised practical sessions, student led seminars and use of the College’s Virtual Learning Environment. * Assessment Methods: Coursework related to assignments, case studies and projects, written unseen examinations, open book assessments, presentations, practical examination/observation, and project reports. * Application and use of online virtual labs that enable students to construct real-life scenarios to experiment and test out practical approaches to data management in a business context. |
| **B2** Critically evaluate and synthesise a range of phenomena, arguments, abstract concepts, models, theories, principles, and practices relevant to leadership and management in order to devise and sustain arguments and make independent judgements | * Teaching and Learning Methods: Lectures, tutor directed tutorials, supervised practical sessions, student led seminars and use of the College’s Virtual Learning Environment. * Assessment Methods: Coursework related to assignments, case studies and projects, written unseen examinations, open book assessments, presentations, practical examination/observation, and project reports. * Application and use of online virtual labs that enable students to construct real-life scenarios to experiment and test out practical approaches to data management in a business context. |
| **B3** Critically evaluate and synthesise concepts of corporate social responsibility and ethical practice which impact leadership and management strategy and decisions in organisations | * Teaching and Learning Methods: Lectures, tutor directed tutorials, supervised practical sessions, student led seminars and use of the College’s Virtual Learning Environment. * Assessment Methods: Coursework related to assignments, case studies and projects, written unseen examinations, open book assessments, presentations, practical examination/observation, and project reports. * Application and use of online virtual labs that enable students to construct real-life scenarios to experiment and test out practical approaches to data management in a business context. |
| **B4** Demonstrate intellectual flexibility and enterprise in developing and evaluating innovative solutions to leadership and management issues and challenges within an organisation incorporating business data management technologies | * Teaching and Learning Methods: Lectures, tutor directed tutorials, supervised practical sessions, student led seminars and use of the College’s Virtual Learning Environment. * Assessment Methods: Coursework related to assignments, case studies and projects, written unseen examinations, open book assessments, presentations, practical examination/observation, and project reports. * Application and use of online virtual labs that enable students to construct real-life scenarios to experiment and test out practical approaches to data management in a business context. |
| **B5** Critically analyse the nature of the global business environment and evaluate the impact on a chosen organisation’s strategy and operations | * Teaching and Learning Methods: Lectures, tutor directed tutorials, supervised practical sessions, student led seminars and use of the College’s Virtual Learning Environment. * Assessment Methods: Coursework related to assignments, case studies and projects, written unseen examinations, open book assessments, presentations, practical examination/observation, and project reports. * Application and use of online virtual labs that enable students to construct real-life scenarios to experiment and test out practical approaches to data management in a business context. |

| 3C. Practical and professional skills | |
| --- | --- |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **C1** Operate professionally and ethically in a project management context (work-placement). | * Teaching and Learning Methods: Lectures, tutor directed tutorials, student led seminars, supervised practical sessions and self-directed learning employing study packs, and use of the College’s Virtual Learning Environment. * Assessment Methods: Coursework related to assignments, case studies and projects, written unseen examinations, open book assessments, presentations, practical examination/observation, and project reports. * Application and use of online virtual labs that enable students to construct real-life scenarios to experiment and test out practical approaches to data management in a business context. * Site visits to organisation and companies to reflect on industry standards, procedures, best practice, and current trends. * Use of project-based module and case studies to build on knowledge and apply theoretical concepts and practical skills to real life situations. * . |
| **C2** Operate autonomously with limited supervision or direction within agreed guidelines and/or constraints to find solutions to real life problems | * Teaching and Learning Methods: Lectures, tutor directed tutorials, student led seminars, supervised practical sessions and self-directed learning employing study packs, and use of the College’s Virtual Learning Environment. * Assessment Methods: Coursework related to assignments, case studies and projects, written unseen examinations, open book assessments, presentations, practical examination/observation, and project reports. * Application and use of online virtual labs that enable students to construct real-life scenarios to experiment and test out practical approaches to data management in a business context. * Site visits to organisation and companies to reflect on industry standards, procedures, best practice, and current trends. * Use of project-based module and case studies to build on knowledge and apply theoretical concepts and practical skills to real life situations. * . |
| **C3** Construct and report data effectively to appropriate audiences | * Teaching and Learning Methods: Lectures, tutor directed tutorials, student led seminars, supervised practical sessions and self-directed learning employing study packs, and use of the College’s Virtual Learning Environment. * Assessment Methods: Coursework related to assignments, case studies and projects, written unseen examinations, open book assessments, presentations, practical examination/observation, and project reports. * Application and use of online virtual labs that enable students to construct real-life scenarios to experiment and test out practical approaches to data management in a business context. * Site visits to organisation and companies to reflect on industry standards, procedures, best practice, and current trends. * Use of project-based module and case studies to build on knowledge and apply theoretical concepts and practical skills to real life situations. |
| **C4** Demonstrate an improvement of presentation and communication skills via reports or other suitable medium | * Teaching and Learning Methods: Lectures, tutor directed tutorials, student led seminars, supervised practical sessions and self-directed learning employing study packs, and use of the College’s Virtual Learning Environment. * Assessment Methods: Coursework related to assignments, case studies and projects, written unseen examinations, open book assessments, presentations, practical examination/observation, and project reports. * Application and use of online virtual labs that enable students to construct real-life scenarios to experiment and test out practical approaches to data management in a business context. * Site visits to organisation and companies to reflect on industry standards, procedures, best practice, and current trends. * Use of project-based module and case studies to build on knowledge and apply theoretical concepts and practical skills to real life situations. |

| 3D. Key/transferable skills | |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **D1** Critically reflect on learning to further develop performance | * Teaching and Learning Methods: Lectures, tutor directed tutorials, supervised practical sessions, student led seminars and use of the College’s Virtual Learning Environment. * Assessment Methods: Coursework related to assignments, case studies and projects, written unseen examinations, open book assessments, presentations, practical examination/observation, and project reports. * Application and use of online virtual labs that enable students to construct real-life scenarios to experiment and test out practical approaches to data management in a business context. |
| **D2** Demonstrate personal and interpersonal skills, such as, the effective planning, organisation, management, and responsibility for contributing to completion of projects on time either independently or as a team-member | * Teaching and Learning Methods: Lectures, tutor directed tutorials, supervised practical sessions, student led seminars and use of the College’s Virtual Learning Environment. * Assessment Methods: Coursework related to assignments, case studies and projects, written unseen examinations, open book assessments, presentations, practical examination/observation, and project reports. * Application and use of online virtual labs that enable students to construct real-life scenarios to experiment and test out practical approaches to data management in a business context. |
| **D3** Select and use a range of communication methods and business management technologies appropriate to leadership and management and occupational contexts. | * Teaching and Learning Methods: Lectures, tutor directed tutorials, supervised practical sessions, student led seminars and use of the College’s Virtual Learning Environment. * Assessment Methods: Coursework related to assignments, case studies and projects, written unseen examinations, open book assessments, presentations, practical examination/observation, and project reports. * Application and use of online virtual labs that enable students to construct real-life scenarios to experiment and test out practical approaches to data management in a business context. |
| **D4** Use a range of specialist software appropriate to the occupational context | * Teaching and Learning Methods: Lectures, tutor directed tutorials, supervised practical sessions, student led seminars and use of the College’s Virtual Learning Environment. * Assessment Methods: Coursework related to assignments, case studies and projects, written unseen examinations, open book assessments, presentations, practical examination/observation, and project reports. * Application and use of online virtual labs that enable students to construct real-life scenarios to experiment and test out practical approaches to data management in a business context. |

**Foundation Degree in Business Data Management**

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| **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 * **Additional considerations for apprenticeships:** * how the delivery of the academic award fits in with the wider apprenticeship * the integration of the ‘on the job’ and ‘off the job’ training * how the academic award fits within the assessment of the apprenticeship |
| One of the aims of the Foundation Degree and HLA in Business Data Management at Belfast Metropolitan College is to help address the shortage of Level 4 and Level 5 skilled applicants within Northern Ireland. This proposed Foundation Degree in Business Data Management will be employed on a Higher-Level Apprenticeship as well as a full-time programme.    The target audience is learners who have recently completed A-Level’s or equivalent in the subjects; Business Studies, Business, and/or ICT. These learners may wish to undertake a programme of study that combines both business acumen and data management through ICT programmes that enhance their technical skills in data analytics and visualisation.  These curriculum areas (Belfast Business School & IT Services) within Belfast Metropolitan College have an excellent track record in the fields of business, management, data analytics, data visualisation and machine learning. These curriculum areas have delivered HLA programmes in marketing and accounting, Level 3 and Level 5 IT Apprenticeships in Software Development, Software Engineering and Cloud Development for the past 10 years. This, plus Belfast Metropolitan Colleges strong employer engagement has been instrumental in the college proposing both the Foundation Degree and Higher-Level Apprenticeship in Business Management Technologies.  The course team has strong links with other academic institutions having visited König Willem University in Holland, Felician University in New Jersey, Deltion College in the Netherlands, and Ravensbourne University in London. The links with these academic institutions allow for the exchange of good teaching practice and allow for international visits and student placements. The IT curriculum area also has a seat on the ICT Sectoral Partnership. This partnership includes all the major academic institutions in Northern Ireland and a range of large and SME in the digital sphere. One of the major purposes of this panel is the help address the shortage of skilled recruits in Northern Ireland.  The course team engages with employers throughout the year on employer initiatives, work placements and curriculum development and annually at an industry forum. The course team use these engagements to better understand the requirements of employers and their needs for skilled employees in the areas of business, management, and data analytics. These employers and others have an input into the teaching of the current curriculum and the proposed Foundation Degree and HLA programmes.  Further features of the proposed course are: -   * Student learning is based around individual development needs. * Individual student programme of study applied within the context of their workplace and endorsed by their employer (only applies to apprentices). * The programme comprises a mixture of data analytics, data visualisation and machine learning (with employer input for apprentices). * The programme allows for a flexible study mode that enables students to engage with elements of the programme in response to specific professional development requirements (apprentices) or undertake a fully structured programme of study leading to the final qualification (full-time Foundation Degree learners).   **Programme model**   |  |  |  |  | | --- | --- | --- | --- | | Programme Pathway | Years of Study | Semesters per year | Target group | | Full Time | 2-years | 2 | Aimed at full time students who will attend the college on a full-time basis. | | Part Time | 2-years | 2 | Aimed at students enrolling on a Higher-Level Apprenticeship. These will be employed apprentices. |  * Since 2011/12 the college has recruited over 400 Level 3 and Level 5 apprentices. With a steady annual enrolment of 40 apprentices from 2011/12 to 2017/18. For the past two years recruitment has increased to 76 and 91 respectively.     The school currently offers a range of Higher Education Courses:   * HND/C Business * ILM 5 Leadership & Management * ILM 7 Leadership & Management * BA Professional Development * Foundation Degree Accounting * Foundation Degree Marketing * HLA Accounting Technicians Ireland * HLA Marketing * HND/C in Computing and Systems Development * HND Electronics * HND Games Development * Foundation Degree in Science in Software Engineering * Foundation Degree in Science in Interactive Systems Design   The full-time students will complete a work placement in year 2 to achieve (WBL) on-the-job training. Apprentices will receive on-the-job training 4-days per week with their employers over the two-year placement.  The teaching team have the skills, qualifications, and experience to teach across both the Foundation Degree and HLA programmes. |

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| 5. Support for students and their learning.  *(For apprenticeships this should include details of how student learning is supported in the workplace)* |
| The department for Learner Success sits alongside the five curriculum schools and the department for Curriculum Operations and Planning Services (COPS) as part of remit of the Director of Curriculum.    The Department’s primary role is to enable learners to succeed at Belfast Metropolitan College. This is done by providing effective operational and support services via our Student Services teams and our Student Support teams.    The Student Services function is made up of the Admissions, Examinations Services and Library and Information Services teams.    The Student Support function is made up of the Careers and Employability, Inclusive Learning, Student Funding, Students’ Union, and Student Wellbeing teams.  As well as supporting our students, the department also provides related support to staff throughout the College.      The College offers a wide range of student support services. These include:    · The Careers and Employability service.  · The Inclusive Learning service.  · The Student Finance Service.  · Students’ Union.  · The Faith Room.  · Centre for Student Wellbeing  · Safeguarding Services; and  · Administration Services.    Full details on all our student support services and service operating times can be found in your student support handbook, which can be found at  https://www.belfastmet.ac.uk/siteFiles/resources/docs/Booklets/StudentHandbook2021.pdf    Further details can be accessed through the [College website](https://www.belfastmet.ac.uk/life-at-the-met/students-support/careers-and-employability/) and the College Student Activities and Advice section on Canvas (VLE).    College Student Activities and Advice notifications are also displayed at Campus reception and in the Student Union in every campus.    Updates on all Learner services will be communicated to students via their student email, all Learner Services’ Canvas sites and the Colleges social media outlets.    As part of a NI College Approach, BMC has invested and rolled out EBS as a data and performance dashboard; this is a software tool which consolidates relevant data from multiple sources into a single application and presents data through graphics and dashboards. The system is now firmly embedded to ensure the availability of data right down to team level to aid quality improvement, to improve data and its reporting across the College and underpin the performance review process. Live student attendance reports are available to be able to identify students at risk and trigger support interventions as well as course retention, achievement, and success rates.    These approaches to evaluate performance, support and monitor learners have substantially contributed to the sustained year on year sustainability in college’s student success rates.    The College has a Work Based Learning pack to support students on placements (where applicable). The Work Based Learning Project will be college and employer driven and provide the student with the opportunity to apply the knowledge and skills acquired during year one of the programme to undertake a project. Guidance to employers, students and assessors regarding appropriate roles and responsibilities is provided along with documentation templates for the monitoring/assessment process. In cases where a student is an employee of the company, the module may be completed in the student’s workplace or part of it may be designed to include components of their current working activities. The College will follow the Quality Code guidance:  <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/work-based-learning>  This is course/module specific.  The College will ensure employer involvement in the monitoring of progress by following the Quality Code, Advice and Guidance Theme ‘Monitoring and Evaluation’  <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/monitoring-and-evaluation>  In addition, Higher Level Apprentices will have a college mentor who will liaise with their workplace mentor to monitor progress and to offer support. |

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| 6. Criteria for admission  *(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)* |
| 1.Foundation Degree - GCSE English & Maths Grade C & 64 UCAS Points  64 UCAS points has been set for this programme of study and is reflective of the number of UCAS points required for similar Level 5 programmes across the 6 colleges within the FE Sector in Northern Ireland. This will also allow the programme to competitively position itself alongside other programmes offered by both Queens University and Ulster University also located in the city of Belfast.  2. HLA – In addition to GCSE English & Maths Grade C & 64 UCAS Points - To be eligible a person must, as a minimum, meet each of the following criteria:   1. be a new employee in, or about to take up a permanent remunerative employment offer, or an existing employee moving to a new job role that requires a substantial amount of learning and skills development commensurate to the apprenticeship pathway. An exception may be made if an individual is already on an apprenticeship pathway at a lower level, with the HLA providing a progression route without the need to move to a new job role. It is the employer’s responsibility to ensure this criteria is met. 2. be employed by a company with a permanent base in Northern Ireland, have a contract of employment in place, be contracted to work a minimum of 21 hours per week (which includes day release/off-the-job directed training) with one employer, and in receipt of the appropriate wage. 3. have achieved all necessary entry academic qualifications determined by the relevant sector for the Departmental approved apprenticeship; and 4. pass any entry tests specified by the relevant sector for the Departmental approved apprenticeship.   A person who is a graduate or has previously achieved a recognised vocational qualification is eligible to enter HLA provision if:   * + 1. it is at a higher level to their achieved qualification; or     2. it is in a subject unrelated to their qualification. |

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| 7. Language of study |
| English |

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| 8. Information about non-OU standard assessment regulations (including PSRB requirements) |
| Modules will be assessed by a mix of continuous assessment, coursework, and written examinations. Within the Work Based Learning module there will be a final year project that will be assessed through a portfolio of evidence based on their work placement experience. This module will be 40 credits.    In each module students will be required to complete a number of coursework assignments. Assignments will assess knowledge and understanding; cognitive skills; practical and professional skills; and key/transferable skills.  The Foundation Degree in Business Data Management course is a mixture of coursework, practical exercises, and examination assessment. The aims and learning outcomes of the programmes are achieved through the application of a variety of learning and teaching methods across the modules. The range of modules allows a varied and interesting mix of methods to be used to enhance knowledge and understanding as well as allowing students to practice and develop their professional and transferable skills. A variety of teaching methods and learning environments are utilised within the programme to provide an optimal framework for study, the development of skills and expertise, the production of coursework, work-ready skills, and preparations for examinations. Assessment is provided in both formative and summative formats.  Students’ experiences on their course should be such as to meet the aims of the course in developing their facility for critical thinking, problem solving, professional attitudes and the capacity for sustained independent work.  In each taught module the relative weighting assigned to all assessment constructs is specified. Assignments will take the form of case-studies, practical activities, pod casts and/or research.  Examinations are used mainly to assess the students’ understanding of the theoretical basis of each subject and will be used when this is deemed to be the appropriate assessment vehicle. This approach facilitates students coming from a range of assessment experiences and “gradually” builds experience and academic rigor, thus “widening participation”. The assessment methods associated with each module may be found within that module description. Feedback will be provided promptly in a meaningful and effective manner. An assessment strategy will be in place to provide valid, reliable, and fair assessment and grading within a realistic and achievable timeframe. Feedback will be given in a prompt and timely manner throughout the semester thus allowing for a series of formative assessment opportunities.  Staff members provide prompt and detailed feedback to all students within 15 working days. The Course Director and Team currently monitor the assessment burden on students in each year and acts where necessary. The staggering of submissions is considered essential in determining student workload is as balanced as possible throughout the semester. It is also hoped that the indirect impact of this is that marking and feedback workload for the teaching is also addressed in increments.  Assessment strategies will be closely related to the aims and learning outcomes of individual modules, but similar types of strategies are assessed and given feedback by standard methods to promote consistency across modules. Central to any assessment strategy is the need to assess whether learning outcomes have been met by candidates in relation to not only the course aims and objectives but also as a form of feedback to students in terms of their learning progression. It is in furthering this clarity that feedback sheets (included in the assessment details and brief), contain a marking scheme with detailed reference to the learning outcomes also stated on the cover sheets.  Students will be provided with comprehensive information at the start of each module detailing assessment schedules throughout. Individual Assessment Specifications clearly articulate requirements (including submission and return deadlines) and a marking scheme will be provided.  A comprehensive range of assessment strategies will be employed by the course team, involving both individual and group work. These include: Unseen Written Examinations and coursework. These are essential to assess students’ skills of report writing and incorporates the understanding and development of academic skills in helping students to appreciate a range of presentation media and appreciate where and how best to apply these media. Coursework is also a vehicle to allow students to illustrate academic rigour in research and referencing. Students are made aware of the concepts of intellectual property and plagiarism. Coursework can be presented in a variety of assessment methods such as:   * Group-based work, * Time constrained practical exercises * Project reports * Multiple choice tests * Portfolios of evidence * Podcasts   All coursework and examination material are both internally and externally moderated prior to it being made accessible to students. Also following its marking, cross marking is generally accepted as essential before summative feedback is delivered to the students to ensure adequate validity, reliability, and fairness.    Innovative approaches are used in the assessment process, including class test, practical exercises, case studies, exams, etc. In some units the assessment involves group activity.  The following outlines those regulations specific to the programme:   * Pass mark for the module shall be 40%. Where a module is assessed by a combination of coursework and examination a minimum mark of 35% shall be achieved in each element.   Student progression/achievements presented through "gradebook" in Canvas VLE tool (ensured by use of the blueprint setting configured in Canvas, which specifies the basic minimum tools to be used by the course team.)   * Modules can use compensation   **Summary of assessment requirements**  The programme adopts in full the Awarding Body Academic Principles and Regulations. Students will be provided with a copy of the Student Assessment Regulations at the point of registration for their programme.  **Internal Verification/External Verification**   * **Internal Verification of Assessment**   In Belfast Metropolitan College internal verification is one of the key quality assurance processes used to ensure consistency, transparency, validity, and reliability of assessment design, grading, and marking. All assessed work submitted will be sampled by an internally allocated standards verifier in accordance with College’s standard operating procedures, with no confirmation of criteria achieved reported to students until this has been completed.  **Internal Verification Process**  In line with Open University Handbook for validated awards and Open University regulations:  [OU-Handbook-for-Validated-Awards-2021-22.pdf (belfastmet.ac.uk)](https://www.belfastmet.ac.uk/siteFiles/resources/docs/public-documents/FEHEDOCS/OUHandbooks/2021/OU-Handbook-for-Validated-Awards-2021-22.pdf)  [OU Validation Regulations Single Awards (belfastmet.ac.uk)](https://www.belfastmet.ac.uk/siteFiles/resources/_noindex/OU/RegulationsforOUValidatedawardsatBelfastMet2021_22.pdf)  Each module has an identified Internal Verifier.  The process at level 5-7 is monitored and overseen by External Examiners  The College employs a three-tier system of internal assessment quality control which includes:   * Assessment validation carried out by module Internal Verifier. * Internal verification of assessment decisions by module Internal Verifier; and * Assessment sampling by External Examiners.   Every student will have their assessed work, including the assessment decision sampled at some stage during the programme; Belfast Met considers assessment validation and internal verification of assessment decisions to be the cornerstones of the assessment Quality Assurance process. All assessment briefs are validated by an Internal Verifier prior to use and a sample of ALL assessments submitted will have the assessment decisions internally verified, prior to feedback to the students.   * **External Examination / Verification**   The programme is externally verified by an External Examiner (EE) appointed by the Open University. This will be a subject specialist who will ensure that the student work meets the Academic Standard. This external appointee will visit annually to carry out this verification.   * **Assessment Principles**   The Programme adopts in full the Awarding Body Academic Principles and Regulations. Students will be directed to the location of the Student Assessment Regulations at the point of registration for their programme. |

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| 9. For apprenticeships in England End Point Assessment (EPA).  *(Summary of the approved assessment plan and how the academic award fits within this and the EPA)* |
| N/A |

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| 10. Methods for evaluating and improving the quality and standards of teaching and learning. |
| The programme is managed and operated in accordance with College and Open University regulations and procedures. This will include representation and input from employers who will contribute to curriculum development and review. Reports will be made to the College’s Quality Department (and the Awarding Body) which will take appropriate action including reviews and audits to continually enhance the programme.  College standard mechanisms for review and evaluation of teaching, learning and assessment of the curriculum and outcome standards include: -   * Formal cycle of student engagement and feedback to include Module Evaluations, Course Evaluations and Staff Student Consultative Committees * Annual Programme Review * External Examiners visits * College internal quality assurance arrangements including internal auditing of programme management * External quality assurance arrangements * Staff Appraisal * Staff development including scholarly activity   The committees with responsibility for monitoring, evaluating, and improving quality include   * Internally   + The Centre for Curriculum Quality Assurance and Performance Development   + HE Coordinators Forum   + HE Quality Forum   + Monthly Performance Review Process   + Management through the Appraisal Process * Externally   + External Examiners   + The Quality Assurance Agency   Mechanisms for gaining student feedback on the quality of their learning experience include: -   * Formal cycle of student engagement and feedback to include Module Evaluations, Course Evaluations and Staff Student Consultative Committees. * Weekly personal tutor review of student progress/e-ILP (Individual Learning Plan) * Supervised Work based learning visits and reports – where applicable |

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| 10. Changes made to the programme since last (re)validation |
| N/A |

Annexe 1: Curriculum map

Annexe : Notes on completing the OU programme specification template

Annexe 1 - Curriculum map A5, A6, A7,A8,B6,B7,B8,C5,C6,C7,C8,D6,D7 NOT APPLICABLE

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

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|  | **Programme outcomes** | | | | | | | | | | | | | | | | | |
| **Level** | **Study module/unit** | **A1** | **A2** | **A3** | **A4** | **B1** | **B2** | **B3** | **B4** | **C1** | **C2** | **C3** | **C4** | **D1** | **D2** | **D3** | **D4** | **D5** |
| 4 | Business management |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Digital marketing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Financial transaction and reporting |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Human resource management |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Personal professional development (PPD) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Data analytics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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|  | **Programme outcomes** | | | | | | | | | | | | | | | | | |
| **Level** | **Study module/unit** | **A1** | **A2** | **A3** | **A4** | **B1** | **B2** | **B3** | **B4** | **B5** | **C1** | **C2** | **C3** | **C4** | **D1** | **D2** | **D3** | **D4** |
| 5 | Business data and automisation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Data visualisation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Global business management |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Project Management |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Work Based Learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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**Annexe 2: 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 mustalso 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.

1. Parry, J., Grant, K., Sheehan, M. (2019) Room for Improvement? A Briefing Report on Leaders and Management in the Public Sector: findings from the 2018 Workforce Development Survey, May 2019 [↑](#endnote-ref-1)