

**University of Plymouth**  
Academic Registry, Partnerships

Weymouth and Kingston Maurward College



**Programme Specification**

FdA Business Management  
8246/8247

FdA Business Management (Rural Business)  
8248/8249

Start Date: January 2026

Date of First Award:  
2028 Full Time  
2030 Part Time

Date of Approval  
October 2025

## 1. Programme Overview

Programme Title:	FdA Business Management FdA Business Management (Rural Business)
Exit Award(s):	
Faculty/school/Partner:	Weymouth and Kingston Maurward College
Delivery location:	Kingston Maurward campus
<a href="#">Mode of delivery:</a>	Taught, face to face, full time and part time
Level of qualification:	Level 5
Programme duration: Full/Part-time	Full time: 2 years/ Part time: 4 years
Programme Entry Points:	Level 4
<a href="#">QAA Subject Benchmark Group(s):</a>	QAA Subject benchmark statement for Business and Management (2023) Characteristics Statement for Foundation Degrees (2020)
UCAS code:	D403 Business Management D406 Business Management (Rural Business)
HECOS code(s):	1000078 Business Management

[The QAA UK Quality Code for Higher Education](#)  
[OfS Quality and Standards](#)

## 2. Brief description of the programme (max 2 paragraphs):

The programme will provide graduates with a diverse range of skills to effectively operate and lead within businesses and enterprises. It develops a core of skills as below:



Business skills and acumen are key to role in all organisation across a wide range of sectors. As a programme aimed at delivery within the Dorset economy it will support business skills for entry into key local sectors such as Tourism, Health and allied care services, land-based and other rural enterprises.

At Level 4 the programme will develop core business skills alongside other key areas such organisational management and financial acumen. Other modules develop contemporary and digital skills and understanding of human resources. The Rural Business route supports the more specialist nature of rural enterprise by incorporating understanding of the legislative requirements to support operational decisions and ensuring business practice meets legislation and compliance, and a wider understanding of the rural economy.

At Level 5, the programme will develop skills in strategic business planning and continuity, skills for leadership and customer dynamics. Wider skills in understanding organisational and workforce behaviour are developed through application of psychology for business improvement. The rural business route allows development in understanding diversification in the rural sector and planning for change.

**3. Professional Accrediting Body (if applicable, and date of accreditation renewal):**

N/A

**4. Teaching and Learning (indicate how a range of teaching and learning methods are used, related to learning outcomes):**

The design and delivery of this programme aims to meet the strategic aims of both Weymouth Kingston Maurward College and that of University of Plymouth. The College has a new post-merger purpose to inspire its students by '*partner[ing] with industry and our community to inspire students and apprentices for individual success beyond expectation – [to] ensure they are 'future-ready', prepared for today and tomorrow's world.*' This programme is designed to provide a degree level programme that develop real industry skills and cement a detailed understanding of the business sector and the tools available mainly digital, that support performance and success. It also allies strongly with [University of Plymouth's Education and Student Experience Strategy](#) to support transformative, multi-disciplinary and inclusive learning. The programme is a key provision for the local Dorset population to access higher education within the county, where they might not otherwise have opportunity.

**Knowledge and Understanding**

Core knowledge and understanding is acquired through lectures, project work, discussion, and tutorials. There will be frequent industrial visits and guest speakers

throughout the year from example businesses from a range of sectors. Students will also be expected to use published sources to investigate a range of key concepts.

The programme takes distinct steps to integrate application of knowledge and understanding with interactive learning to meet learner needs. A highly varied approach is taken in all lessons to use group and individual work, alongside discussion and active research to develop a distinctly inclusive learning environment.

### Intellectual skills

Intellectual skills are acquired through the teaching and learning methods outlined above. Students are encouraged by academic staff to undertake independent reading via the VLE (MS Teams) and UCKM support services offer sessions in the use of, for example, library and study skills.

The use of group and practical and active learning techniques develops skills in problem solving and peer learning opportunities. Modules aim for learners to analyse and evaluate methods, theories and techniques in business practice, and for those that learners may already be familiar with, challenge and apply these in different ways.

### Practical skills

Practical skills are acquired through active task or project-based sessions, demonstrations, group work and work-based activities through placement. These skills will also be developed through the business research project. This is an opportunity for students to develop independent research skills in preparation for Level 6 (C1-C6). Option units also cover more specialist knowledge or skills for specific career development such as human resources, customer behaviour or diversification.

Theory lessons will also include a sense practical leaning through presentations and the development of clear reasoned arguments through discussion.

### Analytical and data interpretation skills

Several modules develop skills in analysis and interpretation, as well as data collection, handling and visualisation. These include Study and Research Skills, Financial Reporting for Business, Contemporary and Digital Business environment at level 4, and Research Project, Strategy and Planning in Business, Understanding Consumer Behaviour, Business Psychology and Business Continuity in Rural Enterprises (C2, C6).

Understanding in the manipulation and testing of data is best understood when clearly linked to data collection. There are several modules where learners will actively collect data for analysis, which is integral to assessment, enhancing understanding and engagement with data handling skills.

### Communication Skills

Assessment is through a range of methods that will demonstrate effective communication in different forms such as reports, presentation, posters, infographics and portfolios (D3).

Group discussion is a key element of teaching practice in all subject areas and several subjects have a strong basis in opinion-based discussion rather than factual knowledge.

#### Digital literacy and social media skills

The programme has clear modules where understanding and applying a variety of digital tools in business will be developed at both Level 4 and 5. The course has clear expectation on the submission of coursework using digital techniques and software. All submissions are completed electronically and feedback is given via VLE platforms. The VLE is also a platform that provides supporting information to subjects and students are expected to use this as a resource to inform their learning and assessment. Access to journal and research articles is predominantly accessed through on-line search engines and libraries and students would develop skills in accessing and using these on-line sources during the programme. The use of social media has particular application to the research project as many students complete research using technology and digital platforms that are often made accessible through social media (D3). Students are expected to use Turnitin Feedback studio to support improvement in academic writing and citing during submission.

#### Interpersonal and teamwork skills

The business research project provides skills development in working with others to ensure that any project work is completed successfully whether that is working with other students and staff, or with working with external organisations as part of data collection. Some units also involve team work to successfully complete elements of assessment.

Within several modules there are distinct applied elements where student will need to demonstrate key interpersonal and teamwork skills within tasks. Part of the interactivity in practical sessions is to work with staff and colleagues, and sometime industry partners, to learn and practice skills.

The completion of the Professional Industry Skills Development module should demonstrate application of these skills through workplace exposure.

#### Self-management and professional development skills

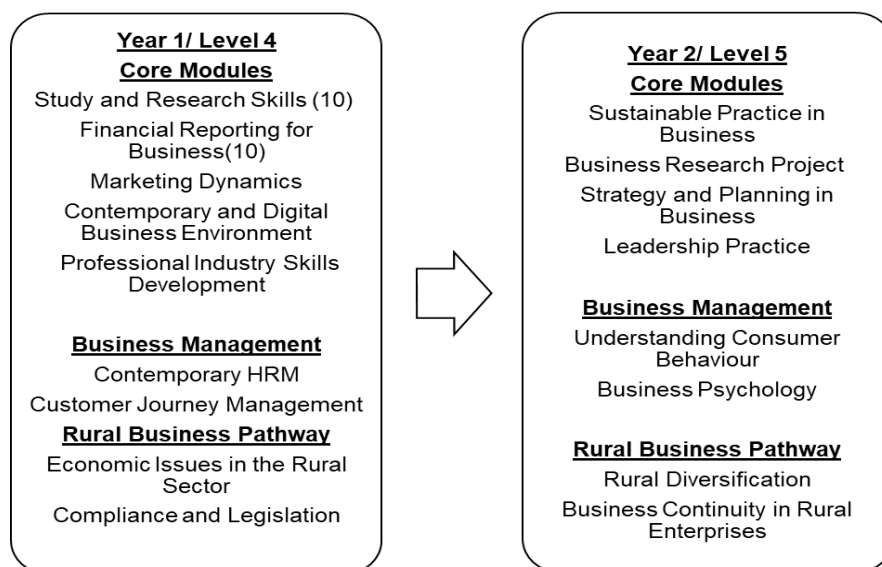
The Business Research Project again develops self-management skills to reflect on performance and complete self-directed actions to ensure the project meets expectations and time scales. All the units on the programme require careful time management and responsibility for one's own learning to ensure successful and timely completion of deadlines. Additionally, the focus of assessment in Professional Industry Skills Development and Leadership Practice requires students to reflect on their own strengths and weaknesses in respect of elements of assessment and feedback (D1, D2).

Teaching involves predominantly task-oriented lessons where learners are encouraged to think critically. A part of this process may involve activities whereby learners are provided with challenges in advance of the lesson, to have the opportunity to think and research before discussing amongst peers. Teaching may therefore involve elements of online activities for a blended learning style (where suitable to do so).

In modules, where independent learning is the focal intent, such as the specialist research project, the teaching takes a mentor/coaching approach to steer learners towards self-actualisation.

Lessons are also encouraged to focus on real-world application for authenticity, and where possible, engage in practical activity. Learners are encouraged to reflect on their current skills and direction they wish to take their learning due to the broadness of the programme (D1, D2). There is also an emphasis on wider social and environmental goals that business practice can meet through culture, structure and mission (D5).

The programme has two distinct pathways based on module selection, see the figure below.



*Programme Diagram for FdA Business Management and FdA Business Management, with Rural Business Pathway.*

Students will need to elect to study their preferred pathway through application and at enrolment. Students will need to elect to study a particular pathway and will not be able select specific modules as optional modules during the programme.

**5. Assessment methods (indicate how a range of assessment methods are used to enable students to demonstrate the intended learning outcomes):**

The assessment strategy is designed for authenticity and engagement in learners. In some cases, there will be the traditional report, presentation, or poster format.

However, there is an emphasis for assessments mirror industry tasks/ documentation or to analyse the outcomes of practical tasks or investigations. Module leads are challenged to be creative, and, liaise with industry for ideas, to develop assessments. The use of authentic assessment is used to develop industry skills, and also negate any negative impact of emerging technology such as the use of AI in student assessment.

Core knowledge is assessed by course work, presentations and other methods such as infographic posters. Some aspects will be assessed through practical application of software and platforms that inform business analytics. Creating strategic plans and business development plans, or industry style policy or guidance will provide opportunity to develop business writing skills.

Providing a range of assessment types allows the programme to offer opportunities for assessment to cater for a range of learner needs. Assessment is regularly linked directly with practical learning to aid application in industry. Examples of typical authentic assessments would be the Business development plan in Strategy and Planning for Business (WEYM2086) and the HR Consultancy report in Contemporary Human Resources Management (WEYM1088). This assessment asks learners to produce a protocol that could be used in industry to promote the welfare species of their choice through husbandry management.

Intellectual skills are assessed through practical assessments, verbal assessments and presentations and report-based coursework, mostly involving case studies and developing industry standard documents such as protocols and professional reports. Some modules such as Economy in the rural sector and Business Psychology, will apply broader themes for a multidisciplinary approach (B6). The business research project will lead to active data collection and analysis, as well as data analysis in finance and business planning modules (B2, B8, C8).

As such, assessments involve activities such as business style reports aimed at particular audiences (managers, investors, customers), designing protocols and procedures, formulating lesson plans and lessons, creating portfolios of skills development, or strategy plans. Within the Professional Industry Skills Development module intent is to critically reflect what the module intends to achieve as a career and what that career may require as a CV skill, as well as skills gained in workplace experiences related to programme outcomes. This reflective practice is continued in other reflective assessments such as Leadership Practice at Level 5.

Assessment design follows University of Plymouth's Assessment Policy and Guidance. This is met by the following elements of assessment design:

- Use of authentic assessment that reflect industry tasks, documents or skills
- Elements of choice in assessment such as electing to use preferred or elected business types or business practices.
- Choice in evidence in some assessments, such methods presentation, infographics, or flexibility in reflective portfolio presentation

- There is a clear procedure for reasonable adjustments to adapt assessments as appropriate
- There are summative and formative feedback processes in place to allow verbal feedback as well as written via Turnitin/ MS Teams if appropriate
- All modules include 1-1 opportunity for students for formative feedback on assessment with their delivery.
- Clear expectation on teaching staff to provide pre-assessment guidance to clarify what is required

## 6. Admissions Criteria:

Minimum entry qualifications for this programme are as follows:

a) 48 new UCAS tariff points – normally one A-Level (Grade C or above), or PPP grade at Level 3 in a BTEC Extended Diploma (e.g. Business) or City and Guilds Extended Technical Diplomas. For T-level entrants, with subject specialism, a grade of P is expected, with a B grade for entrants with Core competency and placement.

**Mature entry is actively encouraged, and relevant work experience will be considered in place of formal qualifications.**

International students required to meet IELTS (Academic) 6.0 or above (with minimum 5.5 in each component)

*All applicants must have GCSE (or equivalent) Maths and English at Grade 4/C or above.*

Any additional requirements to be listed below:

Potentially suitable students may be interviewed so that their interest, motivation and academic suitability can be assessed

## 7. Programme structure diagrams\*

\* the diagrams below can be amended but will need to include the information shown.

### **FdA in Business Management** (September start)

#### **Full-time Course Structure:**

Module code	Module title	Stage of study	Credits	Level	semester
WEYM1083	Study and research Skills	1	10	4	1 & 2
WEYM1086	Contemporary and Digital Business Environment	1	20	4	1 & 2
WEYM1087	Financial reporting for Business	1	10	4	1

WEYM1088	Marketing Dynamics	1	20	4	2
WEYM1089	Contemporary Human Resources Management	1	20	4	1
WEYM1090	Customer Journey Management	1	20	4	2
WEYM1082	Professional Industry Skills Development	1	20	4	1 & 2
WEYM2083	Business Research Project	2	20	5	1 & 2
WEYM2084	Strategy & Planning for Business	2	20	5	1 & 2
WEYM2085	Sustainable practice in Business	2	20	5	2
WEYM2086	Leadership Practice	2	20	5	1
WEYM2087	Understanding Consumer Behaviour	2	20	5	1
WEYM2088	Business Psychology	2	20	5	2

**Part-time Course Structure:**

Module code	Module title	Stage of study	Credits	Level	semester
WEYM1083	Study and research Skills	1	10	4	1 & 2
WEYM1086	Contemporary and Digital Business Environment	1	20	4	1 & 2
WEYM1087	Financial reporting for Business	1	10	4	1
WEYM1088	Marketing Dynamics	1	20	4	2
WEYM1089	Contemporary Human Resources Management	2	20	4	1
WEYM1090	Customer Journey Management	2	20	4	2
WEYM1082	Professional Industry Skills Development	2	20	4	1 & 2

WEYM2083	Business Research Project	4	20	5	1 & 2
WEYM2084	Strategy & Planning for Business	3	20	5	1 & 2
WEYM2085	Sustainable practice in Business	3	20	5	2
WEYM2086	Leadership Practice	3	20	5	1
WEYM2087	Understanding Consumer Behaviour	4	20	5	1
WEYM2088	Business Psychology	4	20	5	2

**FdA in Business Management (Rural Business pathway)** (September start)

**Full-time Course Structure:**

Module code	Module title	Stage of study	Credits	Level	semester
WEYM1083	Study and research Skills	1	10	4	1 & 2
WEYM1086	Contemporary and Digital Business Environment	1	20	4	1 & 2
WEYM1087	Financial reporting for Business	1	10	4	1
WEYM1088	Marketing Dynamics	1	20	4	1
WEYM1091	Economic Issues in the Rural sector	1	20	4	1
WEYM1092	Compliance and Legislation	1	20	4	2
WEYM1082	Professional Industry Skills Development	1	20	4	1 & 2
WEYM2083	Business Research Project	2	20	5	1 & 2
WEYM2084	Strategy & Planning for Business	2	20	5	1 & 2
WEYM2085	Sustainable practice in Business	2	20	5	2
WEYM2086	Leadership Practice	2	20	5	1
WEYM2089	Rural Diversification	2	20	5	1
WEYM2090	Business continuity in rural enterprises	2	20	5	2

**Part-time Course Structure:**

Module code	Module title	Stage of study	Credits	Level	semester
WEYM1083	Study and research Skills	1	10	4	1 & 2
WEYM1086	Contemporary and Digital Business Environment	1	20	4	1 & 2
WEYM1087	Financial reporting for Business	1	10	4	1
WEYM1088	Marketing Dynamics	1	20	4	1
WEYM1091	Economic Issues in the Rural sector	2	20	4	1
WEYM1092	Compliance and Legislation	2	20	4	2
WEYM1082	Professional Industry Skills Development	2	20	4	1 & 2
WEYM2083	Business Research Project	4	20	5	1 & 2
WEYM2084	Strategy & Planning for Business	3	20	5	1 & 2
WEYM2085	Sustainable practice in Business	3	20	5	2
WEYM2086	Leadership Practice	3	20	5	1
WEYM2089	Rural Diversification	4	20	5	1
WEYM2090	Business continuity in rural enterprises	4	20	5	2

**FdA in Business Management (Rural Business pathway)** (January start, part time only)

**Part-time Course Structure:**

Module code	Module title	Stage of study	Credits	Level	semester
WEYM1083	Study and research Skills	1	10	4	2
WEYM1086	Contemporary and Digital Business Environment	1	20	4	2
WEYM1087	Financial reporting for Business	1	10	4	2
WEYM1088	Marketing Dynamics	1	20	4	1
WEYM1091	Economic Issues in the Rural sector	2	20	4	1
WEYM1092	Compliance and Legislation	2	20	4	1
WEYM1082	Professional Industry Skills Development	2	20	4	2 & 1
WEYM2083	Business Research Project	4	20	5	2 & 1
WEYM2084	Strategy & Planning for Business	3	20	5	2
WEYM2085	Sustainable practice in Business	3	20	5	1
WEYM2086	Leadership Practice	3	20	5	2
WEYM2089	Rural Diversification	4	20	5	2
WEYM2090	Business continuity in rural enterprises	4	20	5	1

**8. Programme Aims:**

The aims of the programme are intended for students to develop:

- To equip students with the professional behaviours, work-based learning, and practical skills necessary to succeed in a variety of business environments;
- To encourage students to think critically, analyse information effectively, and apply problem-solving techniques to real-world business challenges;
- To support students in developing key transferable skills such as communication, teamwork, leadership, and digital literacy to enhance their personal effectiveness and career progression;

- competency with a range of business relevant ICT skills and applications;
- To prepare students for further study (e.g. progression to a top-up BA (Hons) degree) or advancement within the workplace through lifelong learning and continuous professional development.

## 9. Programme Intended Learning Outcomes

Under “Module Code(s)” list the modules or modules in which each learning outcome is primarily assessed.

<b>A. Knowledge and Understanding</b>			
<b>LO</b>	On successful completion of the named award, students should have developed knowledge and understanding of:	<b>Module Code(s)</b>	<b>Module Learning outcomes</b>
<b>A1</b>	Underlying principles of business and management for strategic business decision-making and planning	WEYM1086 WEYM1087 WEYM1088 WEYM1090 WEYM1091 WEYM1092 WEYM2083 WEYM2084 WEYM1089 WEYM2090	1 1 1 1 1 1 1 1,2 1 1
<b>A2</b>	Sustainable resource management practices to ensure productivity and meet industry and organisational expectations	WEYM1087 WEYM1091 WEYM2084 WEYM2085 WEYM2089	1 1 1 1,2 1,2
<b>A3</b>	Principles of procurement, sales and marketing effectively to increase income and reduce costs	WEYM1088 WEYM1090 WEYM2084 WEYM2085 WEYM2087 WEYM2089 WEYM2090	1,2 1,2 2,3,5 1,2 1 2,3,4 2
<b>A4</b>	critical understanding of leadership theories, styles, and practices, across a range of business contexts	WEYM1086 WEYM2086 WEYM2088	1 1 1
<b>A5</b>	An integrated understanding of business disciplines including human resource management and business psychology	WEYM1089 WEYM2087 WEYM2088 WEYM2090	1 1 1 5
<b>A6</b>	Approaches in strategic decision making to diversify in business for business continuity	WEYM2086 WEYM2088 WEYM2090 WEYM1091 WEYM2084 WEYM2086	2,3,4 2 2,3 1,2 3,4,5 3,4 1

		WEYM2089 WEYM2090	1,2,3
<b>A7</b>	Detailed knowledge of legislation and aspects of compliance in enterprises	WEYM1086 WEYM1089 WEYM1092 WEYM2084	1 1 1,2,3 2
<b>B. Cognitive and Intellectual skills</b>			
<b>LO</b>	On successful completion of the named award, students will be able to:	<b>Module Code(s)</b>	<b>Module Learning outcomes</b>
<b>B1</b>	Critically evaluate impacts on business decisions and continuity planning	WEYM1086 WEYM1088 WEYM1090 WEYM1091 WEYM1092 WEYM2083 WEYM2084 WEYM2085 WEYM2089 WEYM2090	2,3 2,3 2,3 1,2,3 1,2,3,4 1 2,4 3,4 2,3 2,3
<b>B2</b>	Analyse sales, procurement and market research data to inform business strategy and planning	WEYM1086 WEYM1088 WEYM1090 WEYM2084 WEYM2085 WEYM2087 WEYM2089 WEYM2090	2,3 2,3 2,3 3,4 2,3 2,3,4 3,4 2,3,4
<b>B3</b>	Assess staffing and resource management practices to inform business strategy using ethical and sustainable practice	WEYM1089 WEYM2088 WEYM2090	2,3,4 2,3,4 4
<b>B4</b>	Analyse and evaluate complex organisational situations to inform ethical and effective decision-making related to people, performance, and culture	WEYM1086 WEYM1089 WEYM2083 WEYM2085 WEYM2086 WEYM2087 WEYM2088 WEYM2090	1 2,3 1,2 2,3,4 3,4 2,3,4 2,3,4 2,3,4,5
<b>B5</b>	Critically analyse strategies for diversification in enterprises	WEYM1090 WEYM1091 WEYM2084 WEYM2089	2,3 2 3,4,5 2,3,4
<b>B6</b>	Analyse compliance requirements to develop effective operational plans	WEYM1086 WEYM1092 WEYM2084 WEYM2090	3 2,3 2 2,3
<b>B7</b>	Demonstrate the ability to consider issues from a wide range of multidisciplinary and interdisciplinary perspectives	WEYM1083 WEYM1089 WEYM1091	1 3 2,3

		WEYM2083 WEYM2085 WEYM2088 WEYM2090	1,3 1,2,3,4 2,3 5
<b>C. Practical and Employment related skills</b>			
<b>LO</b>	On successful completion of the named award, students will be able to:	<b>Module Code(s)</b>	<b>Module Learning outcomes</b>
<b>C1</b>	Design effective business plans and contingencies to support resilience in enterprises	WEYM1083 WEYM1090 WEYM1092 WEYM2084 WEYM2089 WEYM2090	3 3 2,3,4 3,5 5 4
<b>C2</b>	create authentic work making use of appropriate designs, software, and technology	WEYM1083 WEYM1086 WEYM1087 WEYM2083 WEYM2084 WEYM2090	2 2,4 2 5,6 4,5,6 4
<b>C3</b>	Create responsible solutions to improve business performance using procurement, sales and market research data	WEYM1088 WEYM1089 WEYM1090 WEYM2084 WEYM2085 WEYM2087 WEYM2089	2,3 2,3 2,3 3,5 3,4 2,3 2,3,4
<b>C4</b>	Apply relevant HR and psychological tools, strategies, and interventions to solve real-world business challenges, related to employee experience and strategic goals	WEYM1089 WEYM1092 WEYM2086 WEYM2088 WEYM2090	2 3,5 3 2,3,4 1,5
<b>C5</b>	Apply critical judgment in selecting suitable strategies within management plans or to make recommendations to affect change	WEYM1086 WEYM1089 WEYM1090 WEYM1092 WEYM2083 WEYM2084 WEYM2085 WEYM2086 WEYM2087 WEYM2088 WEYM2089 WEYM2090	2,3,4 4 3 2,3,4,5 4,6 3,4,5 2,3 3,4 2,3 4 2,3,4,5 3,4
<b>C6</b>	Identify opportunities for diversification using tools such as market analysis and trends	WEYM1086 WEYM1088 WEYM1090 WEYM2084 WEYM2087 WEYM2089	4 3 3,4 4,5 2,4 3,4,5

<b>C7</b>	Apply risk assessment and management techniques to support business continuity	WEYM1086 WEYM1091 WEYM1092 WEYM2083 WEYM2084 WEYM2089 WEYM2090	3 3 4,5 2 4 2,3 3
<b>C8</b>	Interpret and present datasets in a logical and effective manner.	WEYM 1083 WEYM1087 WEYM1090 WEYM1091 WEYM2083 WEYM2084 WEYM2087	2,3 2 4 4 4,5,6 4 2,3,4
<b>D. Key and Transferable skills</b>			
<b>LO</b>	On successful completion of the named award, students will be able to:	<b>Module Code(s)</b>	<b>Module Learning outcomes</b>
<b>D1</b>	Evaluate their own skills set and performance in practical and academic skills	WEYM1082 WEYM2086	2 2
<b>D2</b>	Demonstrate a responsible approach to time management and organisational skills to meet deadlines and expectations	WEYM1082 WEYM2083 WEYM2086	1,3,4 2,6 2
<b>D3</b>	Communicate effectively to audiences in written, graphical and verbal forms	WEYM1082 WEYM1083 WEYM1086 WEYM1088 WEYM1089 WEYM1090 WEYM1091 WEYM2083 WEYM2084 WEYM2086 WEYM2089 WEYM2090	4 4 4 4 4 3 4 4,5,6 6 4 5 4
<b>D4</b>	Understand and be able to apply professional codes of conduct within in industry settings or scenarios	WEYM1082 WEYM1087 WEYM1089 WEYM1090 WEYM1091 WEYM2084 WEYM2086 WEYM2087 WEYM2088 WEYM2090	3 3 2,3,4 4 3,4,5 2 3,4 4 4 3,4
<b>D5</b>	Integrate wider goals such as sustainability and social equity through business planning	WEYM1086 WEYM1088 WEYM1089 WEYM1091 WEYM1092	2,3 2 3,4 2 5 5,6

		WEYM2084	2,4
		WEYM2085	4
		WEYM2088	4
		WEYM2089	5
		WEYM2090	

**10. Placement Opportunities (if applicable):**

n/a

**11. Any additional costs:**

There will be an additional cost towards industry visits.

Day tours from £20 – 30, this would usually involve 5-6 visits per year

The programme doesn't currently offer any study tours. However, some modules will be delivered to the tourism sector at tourism park site in the UK/ Costs of these will vary but student will need to factor in travel, accommodation and subsistence costs for a week block module of £300-£400.

Students should ensure they have a device they can regularly bring to college to support their studies as part of the University Centre Bring Your Own Device (BYOD) Policy.

Students may wish to purchase some textbooks and a reading list is provided for each module. It is not a requirement to obtain these texts and they are available via the Learning Resources Centre (LRC). The LRC, and other areas of college have printing/ photocopying facilities to students can use. However, there are charges for these services of 5p per A4 B&W page/ 8p per A3 B&W page/ 18p per A4 Colour page/ 35p per A3 Colour page.

Students should bring their own stationery for classes, but the LRC does hold a small stock of stationery items for purchase of needed.

**12. Non-standard regulations and date approved:**

There are two 10 Credit modules at Level 4 to allow for sufficient subject and academic skills within the programme. The programme requires skills development at level 4 in Study and Research Skills to prepare learners for progression into Level 5 and to support achievement to meet learning outcomes in all other modules. There is also a need to include a module on business finance as this is an essential subject element to support skills to manage and analyse income and costs. To provide sufficient knowledge and understanding in this topic it does require a module to cover the topic at level 4. Knowledge and skills in this module will be applied in other aspects of the programme at level 4 and level 5.

**13. Progression opportunities:**

This a key route of progression for students completing A Level and Level 3 vocational qualifications such as T-Levels, BTEC and City and Guilds qualifications. The Course is suitable for a range of subject for entry, not just those studying business. The rural business pathway would be suited to those studying land-based subjects at Level 3, as well as Tourism qualifications.

The college has consistently provided an entry route into Higher Education for non-traditional entrants such as mature students or students with Level 3 qualification such as A-Level subject combinations that might not be a traditional combination for those looking at studying business management degree.

**This programme allows for progression to the BA (Hons) Business Management Top Up at UCKM.** The programme would also allow entry into other appropriate Top Up programmes nationally subject to Recognised Prior Learning policies. It is also eligible for progression to programmes at University of Plymouth such as the BA (Hons) Business Top Up programme.

**14. Transitional arrangements for existing students (if applicable):**

n/a.

**15. Additional points**

Work-related Learning runs through both Level 4 and Level 5 to meet the expected specific characteristics of a foundation degree. In Level 4, learners undertake industry placement through the 20-credit Professional Industry Skills Development module. Further work-related learning is gained through other modules:

- Contemporary and digital Business Environment (L4)/ Strategy and Planning in Business (L5)/ Business Continuity in Rural Enterprises (L5) – development of valid business plans, use of planning tools, evidence of strategic planning
- Financial Reporting for Business (L4) – demonstration of applicable accounting compliance
- Contemporary Human Resources Management (L4) – application of HR processes/ assessment to develop industry protocols or reports
- Compliance and Legislation (L4) – development of industry-related protocols to meet expected requirements
- Leadership Practice (L5) – self assessment and development of leadership skills, development of leadership practices to apply in business
- Sustainable Practice in Business (L5) – meeting expectations for ethical, social and environmental goals as well as economic sustainability
- Business Research Project – learners have the opportunity to work with industry to complete projects through data collection and data analysis

*See also WBL mapping document in Appendix*

Appendix

FHEQ level: 4				
WBL Activity	Prog Intended LO	Related Modules	Assessed LO	Range of Assessments
Industry Placement	D1 D2 D3 D4.	Professional Industry Skills Development	1, 2, 3, 4	Reflective portfolio Presentation summary of placement
Presentation of business accounts	A1 A2 C2 C8 D4	Financial reporting for business	1,2,3	Presented set of accounts that would meet industry expectations
Application of digital tools for business	C2 C5 C6 D3	Contemporary and digital business environment	4	Application of digital tools on business case study
HR strategy proposal	B3 B4 C3 C4	Contemporary HRM Management	2	Proposal for a new HR strategy in case study
HR consultancy report	B3 B4 B6 B7 C3 C5 D3 D4 D5	Contemporary HRM Management	3,4	Development of consultancy style reporting

Compliance Audit	A7 B1 B6 C1 C5 C7 D4 D5	Compliance and Legislation	1,3,5	Compliance audit to industry / legislative expectations
------------------	----------------------------------	-------------------------------	-------	---

An explanation of this map:

In Level 4, learners undertake industry placement through the 20-credit Professional Industry Skills Development module. Further work-related learning is gained through other modules with assessments that require learners to produce reports and presentations that would meet industry expectations.

FHEQ level: 5				
WBL Activity	Prog Intended LO	Related Modules	Assessed LO	Range of Assessments
Reflection of leadership skills and development plan	D1 D2	Leadership Practice	1,2	Personal Leadership skills development portfolio
Application of business strategy and planning tools	A3 A6 B2 B5 C1 C2 C3 C5 C6 D5	Strategy and Planning for Business	1,4,5,6	Business development plan or strategy
Audit skills in sustainable practice	A2 A3	Sustainable Practice for Business	1,2,4	Sustainability audit and action plan

	B1 B2 B4 B7 C3 C5			
--	----------------------	--	--	--

An explanation of this map:

At level 5 there is no specific WBL module, but industry standard experience is provided through:

- Leadership Practice – reflective practice for leadership skills and personal development
- Strategy and Planning for Business – application of industry-specific practices in business and strategy plans
- Sustainable practice in Business – sustainability auditing skills

The Business Research Project provides learners with the opportunity to work with industry to complete projects through data collection and data analysis.