

Pathway Type	International Foundation Year
Pathway Areas	Business, Business Management, Marketing, Economics, Finance & Investment Accounting & Finance
Pathways/s	One Semester Two Semester
	College: NQF Level/s: 3
Title	University Foundation in Business
NQF (FHEQ)	Level 3
Credit Points	One (1) Semester Programme = 80 Two (2) Semester Programme =120 Three (3) Semester = 160
Duration of Study	One, two and three Semesters
Weeks of Study	One (1) Semester Thirteen (13) weeks Two (2) Semester Twenty-Six (26) weeks Three (3) Semester =Thirty-Nine (39) weeks
Mode of Study	Full-time
Mode of Delivery	Face to Face
Notional Hours	One (1)Semester = 800 Two (2) Semester = 1,200 Three (3) Semester Programme = 1,600
Contact Hours	One (1) Semester = 250 Two (2) Semester = 416 Three (3) Semester Programme = 624
Self-directed Study Hours	One Semester = 550 Two (2) Semester = 784 Three (3) Semester Programme = 976
Delivery Model	Standard Delivery Model (SDM)
Teaching Institution	Birmingham City University International College
Awarding Institution	Birmingham City University
Faculty/School	BLSS/Business School
Teaching Location (Campus)	4 Cardigan Street, Birmingham
1-semester intakes	September and May
2-semester intakes	September, May and January
3 –Semester intakes	September and May

Subject Benchmarks Statements

- **QAA Quality Codes** - <https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements>
- <https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/subject-benchmark-statement-business-and-management>
- <https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/subject-benchmark-statement-economics>
- https://www.qaa.ac.uk/docs/qaa/sbs/accounting-sbs-for-consultation.pdf?sfvrsn=2c20bd81_5

Articulation Programmes

DEGREE PATHWAYS	DEGREE AWARDS	NQF AWARD LEVEL
Accounting, Finance & Economics	BSc. (Hons) Accounting and Finance	6
	BSc. (Hons) Finance & Investment	6
	BSc. (Hons) Economics	6
	Business Finance	6
	Finance & Investment	6
Business Management	BA. (Hons) Business Management	6
	BA. (Hons) Business with Marketing	6
	BA. (Hons) Event Management	6
	BA. (Hons) Human Resource Management	6
	BA. (Hons) Sports Business Management	6
Marketing	BA. (Hons) Digital Marketing	6
	BA. (Hons) Marketing	6
	BA. (Hons) Marketing with Advertising & Public Relations	6

EDUCATIONAL AIMS

The international Foundation Year programme in Business, has been devised to preparing international students for a successful entry and progression into undergraduate programmes in the Business School. The educational aims of the programme are to:

1. Prepare student with knowledge, that bridges the gap between the different educational systems to ensure a smooth transition into First Year degree (NQF Level 4) in Art, Design and Media.
2. To endow students with an educational pathway that augments opportunities for professional employment and development in the sector at both a national and international level.
3. Develop in students an appreciation and desire to learn based on competent intellectual and practical skills building to a set of transferable skills that will support them in all aspects of their onward academic studies/careers and assist informed decision making.
4. Ensure that students have attained the prescribed level of inter-disciplinary language competence described as Level B2 'Independent User' by the Council of Europe, see Common European Framework of Reference for languages at the minimum pass mark of 40% in the ACL accredited module Interactive Learning Skills and Communication, and therein a minimum 6.0 IELTS equivalent.
5. Empower students with confidence to work independently and in a team in an academic setting
6. Support students to acclimatise helping them to integrate, enhancing their academic awareness and ethical practices including academic integrity.

PROGRAMME LEARNING OUTCOMES

Intended Learning Outcomes

All modules have a set of Generic Learning Outcomes (LOs) attached to them; see relevant Module Guides. These provide a basic set of core skills that can be employed as a basis to further study and life-long learning. They are delivered using an interdisciplinary and progressive approach underpinned by the relevant Interactive Learning Skills and Communication (ILSC) module, to build these core skills within the context of subject-specific learning. Incorporated in these core skills are the key themes of relationship-management, time-management, professional communication, technological and numerical understanding and competency.

On successful completion of this programme, students should be able to:

A: Knowledge and Understanding

- A1.** Demonstrate a broad understanding of fundamental concepts in business, marketing, and accounting, including their roles in organisational outcomes
- A2. Describe core principles and strategies used to drive success in competitive markets
- A3. Apply techniques to record, analyse and interpret data to inform business decisions
- A4. Explain key factors that impact on the performance of various organisations/businesses
- A5. Describe the nexus that exists between planning, finance and accounting, marketing, HRM, legal systems, quality, economics drivers within a business.

B: Cognitive and Intellectual Skills

- B1.** Assess different marketing, financial, and business strategies to evaluate their effectiveness in achieving organisational objectives.
- B2. Identify and explain real world issues confronting businesses supported by evidence-based arguments.
- B3. Apply numerical skills to solve business and real-world scenarios

C. Practical Skills

- C1. Employ key communication skills appropriate to undergraduate study, inclusive of written, oral, reading, speaking, numerical, graphical and diagrammatic manipulation and presentation of information.
- C2. Employ analytical skills and methodologies as a basis to further study.
- C3. Ability to begin to engage critically with regard to the underlying challenges facing economies, sectors and businesses.

D. Transferable Skills

- D1. Be able to select, read, digest, summarise and synthesise information material in a variety of forms, both qualitative and quantitative manner to identify and determine key facts/themes and relevancy.
- D2. Be able to use and clearly communicate discursive, numerical, statistical and diagrammatic ideas, concepts, results and conclusions using appropriate technical and non-technical language and language style, structure and form.
- D3. Be able to apply basic research and referencing techniques to all aspects of study, information collation, information presentation and formulation of academic opinion.
- D5. Develop a very good conceptual understanding and evaluation of the main aspects of the cognate area and the wider commercial and economic context.

Learning, Teaching and Assessment Strategy

Teaching and teaching are primarily standard with 16 hours contact times per week across various modules. Teaching sessions will take place in small class sizes using a range of student centric teaching approaches to deliver the learning outcomes in a way that aims to provide focused support and address specific learning needs. Students will be exposed to real world issues and contemporary discourse in the sector to drive innovation and entrepreneurial ideas. International and local businesses/firms will be used to drive classroom engagements in a well-supported environment. Teaching methods such as lectures, seminars and case studies of real-world businesses will be used to facilitate learning across the modules. To inspire the students, they will have opportunity to visit local businesses and undertake field trips to culture exposure for social integration. Students will learn the value of global citizenship, with an awareness of how sustainability, accountability and social responsibility can affect professional practice. Students will learn to use digital tools and services to create clear and informative content, articulate concepts through a range of digital media and use digital technologies to manage and facilitate the learning process. support and develop a diverse, resilient and inclusive culture where fairness, justice and wellbeing are respected. Teaching materials will be available to students on the VLE, and their engagement will be tracked on weekly basis.

The College's assessment strategy is built on the following core principles:

- Assessment Principles
- Constructive alignment with learning outcomes and teaching activities
- Assessment methods and criteria are clearly published and assessable
- Reliable and consistent
- Fairness and inclusive
- Fit for purpose
- Feedback and feedforward
- Assessment integrity and ethical considerations
- Sustainable

The wide variety of assessment methods used on this programme at the College reflects the broad range of knowledge and skills that are developed as students' progress through the programme. Formative assessments will be used to check for learning and identify students at risks for appropriate intervention. Formative assessment will also be used to scaffold learning, facilitate reflective learning and offers the opportunity to provide students with feedback that can feedforward into their summative assessment. Summative assessments are as described in the module guides; students will receive detailed assessment briefs and exposed to the provisions of the assessment regulations to help students avoid academic impropriety.

Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular, and constructive feedback that helps to clarify opportunities to improve performance. The following is representative of the variety of assessment methods used on the programme:

Types of Assessment

- Research project
- Presentation (individual or group)
- Closed-book exam
- Essay
- Portfolio

- Self-reflective journal
- Multiple Choice

Student Engagement strategy

Theme	Engagement strategy
Academic Engagement	Encourage peer learning, guest lectures and exposure to industry practice; tutorial support
Pastoral Support	Detailed orientation to event that will cover wellbeing and counselling support
Career and Employability	Insights on career paths, engagement with Graduate+ and encourage students to volunteer and promote student mentorship programme
Digital	Encourage entrepreneurial skills and innovation; use the VLE to share updates on events and facilitate community of practice
Smooth transition and social integration	Pair IFY students with current university students; promote involvement in university societies; encourage events that promote cultural diversity
Continuous Improvement	Incorporate student voice through regular feedback and active participation in governance processes.

Summative assessments are moderated by internal and externally for quality assurance. A subject specialist within the College moderates a ten percent sample of each assessment. Link tutors from Birmingham City University and appointed external examiners are invited to review these samples. All summative works follow the governance processes before final outcomes are published to the students.

Programme Structure

Stage(s) of Study



Curriculum Structure

ONE SEMESTER ROTATION

One Semester Foundation - BUSINESS					
Semester 1	Interactive Learning Skills and Communication 1 (15 Credits)	Business Studies (15 Credits)	Business Mathematics (15 Credits)	Accounting (15 Credits)	Composition and Style (20 Credits)

TWO SEMESTER ROTATION

2 Semester Foundation - BUSINESS				
Semester 2	Business Mathematics (15 Credits)	ICT Skills (15 Credits)	Accounting (15 Credits)	Globalisation (15 Credits)
Semester 1	Interactive Learning Skills and Communication 1 (15 Credits)	Business Studies (15 Credits)	Critical Thinking (15 Credits)	Composition and Style (20 Credits)

THREE SEMESTER ROTATION

3 Semester Foundation - BUSINESS				
Semester 3	Business Mathematics (15 Credits)	ICT Skills (15 Credits)	Accounting (15 Credits)	Globalisation (15 Credits)
Semester 2	Interactive Learning Skills and Communication 1 (15 Credits)	Business Studies (15 Credits)	Critical Thinking (15 Credits)	Composition and Style (20 Credits)
Semester 1	Academic English	Numeracy Skills	Study Skills	Seminar Sessions- Employability

	15 credits	15 Credits	15 Credits	
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CURRICULLUM

ONE SEMESTER ROTATION

University International Foundation Year in Business– 1 Semester						
Core Modules			Credit Points	Pass Mark %	Exam %	Coursework %
Contact Hrs/Week	College Module Code	Module Name				
Semester 1						
4	ILS001	Interactive Learning Skills and Communication 1	15	60	30	70
4	BUS101	Business Studies	15	40		100
4	BUS102	Accounting	15	40	60	40
4	HUM103	Composition and Style	15	40		100
4	BUS106	Business Mathematics	15	40	100	
Undergraduate Stage 1: Business			80 credit points			

TWO SEMESTER ROTATION

University International Foundation Year in Business 2 Semester						
Core Modules			Credit Points	Pass Mark %	Exam %	Coursework %
Contact Hrs/Week	College Module Code	Module Name				
Semester 1						
4	ILS001	Interactive Learning Skills and Communication 1	15	60	30	70
4	BUS101	Business Studies	15	40		100
4	HUM102	Critical Thinking	15	40	40	60
4	HUM103	Composition and Style	15	40		100
Semester 2						
4	BUS 102	Accounting	15	40	60	40
4	BUS106	Business Mathematics	15	40	100	-
4	TEE103	ICT Skills	15	40	60	40
4	BUS 103	Globalisation	15	40	60	40
Undergraduate Stage 1: Business			120 credit points			

THREE SEMESTER ROTATION

University International Foundation Year in Computing and Technology						
Core Modules			Credit Points	Pass Mark %	Exam %	Coursework %
Contact Hrs/Week	College Module Code	Module Name				
Semester 3						
4	BUS 102	Accounting	15	40	60	40
4	BUS106	Business Mathematics	15	40	100	-
4	TEE103	ICT Skills	15	40	60	40
4	BUS 103	Globalisation	15	40	60	40
Semester 2						
4	ILS001	Interactive Learning Skills and Communication 1	15	60	30	70
4	BUS101	Business Studies	15	40		100
4	HUM102	Critical Thinking	15	40	40	60
4	HUM103	Composition and Style	15	40		100
Semester 1						
4	HUM120	Academic English	15	40	-	100
4	TEE120	Numeracy Skills	15	40	-	100
4	HUM121	Study Skills	15	40	-	100
4	HUM122	Seminar Sessions (Employability)	15	40	-	100
Undergraduate Stage 1: Computing & Technology			160 Credit Points			

Progression and Award Requirements

This programme is delivered across one and two semester full-time. Both the delivery and assessment of the programme is in English. The mode of delivery is standard delivery mode.

A subject specialist within the College moderates a ten percent sample of each assessment. Link tutors from Birmingham City University and appointed external examiners are invited to review these samples.

Each module offered on the programme has a minimum overall pass mark. Please refer to Module Guide (MD). The College's Policy and Regulation (CPR9) explains all our assessment regulations for further details on the assessment regulations and failing to progress. - <https://bcuic.bcu.ac.uk/about/policies/>

Final and intermediate awards

Students that successfully complete the programme with 120 credits in a two semester or 80 credits on a one semester will be eligible to progress to their chosen BCU degree programme as per offer letter and CAS and receive a transcript.

Categories of Performance

A (High Distinction, 70 - 100%) – Distinctive level of knowledge, skill and understanding which demonstrates an authoritative grasp of the concepts and principles and ability to communicate them in relation to the assessment event without plagiarism or collusion. Indications of originality in application of ideas, graphical representations, personal insights reflecting depth and confidence of understanding of issues raised in the assessment event.

B (Distinction, 60 - 69%) – Level of competence demonstrating a coherent grasp of knowledge, skill and understanding of the assessment and ability to communicate them effectively. Displays originality in interpreting concepts and principles. The work uses graphs and tables to illustrate answers where relevant. Ideas and conclusions are expressed clearly. Many aspects of the candidate's application and result can be commended.

C (Merit, 50 - 59%) – Level of competence shows an acceptable knowledge, skill and understanding sufficient to indicate that the candidate is able to make further progress. The outcome shows satisfactorily understanding and performance of the requirements of the assessment tasks. Demonstrates clear expression of ideas, draws recognisable and relevant conclusions.

D (Pass, 40 - 49%) – Evidence of basic competence to meet requirements of the assessment task and event. Evidence of basic acquaintance with relevant source material. Limited attempt to organise and communicate the response. Some attempt to draw relevant conclusions.

F (Fail 0- 39%) – The candidate's application and result shows that the level of competence being sought has not yet been achieved. The assessed work shows a less than acceptable grasp of knowledge, skill and understanding of the requirements and communication of the assessment event and associated tasks.

Progression Criteria:

*** ILSC module 'Interactive Learning Skills and Communication' requires a minimum pass mark of 60% achieved in all assessment events for progression.**

*** Minimum pass mark of 40% achieved for all other modules listed.**

NB: See individual module Guides for details marks classification

Appendix 1 - Mapping

Modules	Group/Individual Presentation	Individual Project/Reflective Journal	Essay/report	Exam	Course Work /Practical
Interactive Learning Skills and Communication 1			70%	30%	
Business Studies		60%			40%
Critical Thinking			50%		50%
Composition and Style			40%		60%
Accounting				60%	40%
Business Mathematics				100%	
ICT Skills		40%		60%	
Globalisation					100%
Numeracy Skills					100%
Academic English					100%
Study Skills					100%

Refer to individual Module Guide for Detail Mode of Assessment

Appendix 2 - Constructive Alignment

Learning Outcomes	Teaching and Learning Methods	Assessment Methods and Strategies
<p>A1. Demonstrate a broad understanding of fundamental concepts in business, marketing, and accounting, including their roles in organisational outcomes</p> <p>A2. Describe core principles and strategies used to drive success in competitive markets</p> <p>A3. Apply techniques to record, analyse and interpret data to inform business decisions</p> <p>A4. Explain key factors that impact on the performance of various organisations/businesses</p> <p>A5. Describe the nexus that exists between planning, finance and accounting, marketing, HRM, legal systems, quality, economics drivers within a business.</p>	<p>Acquisition of Intended LOs via a combination of small group lectures (listening, writing and reading); small group-based tutorial labs/coursework (oral, reading, listening and written presentation); and individual coursework (oral, and written presentation) and summative examination (reading and writing).</p> <p>Additional support is provided through the provision of small peer-led tutorial group work and of individual tutorial support; College module-specific subject specialists delivering modules; guest speakers (industry/topic specific); monitoring and appraisal by College academic management.</p>	<p>A combination of summative (closed-book) examinations and summative coursework along with written assignments, portfolios and in-course assessments/tests, computer-based coursework and tests, project reports and presentations</p> <p>All students are required to maintain an 85% attendance record.</p>

	<p>The opportunity to interface regularly with noted platforms in College, Birmingham City University library and independent environments to develop an understanding of the implications of the use of different e-learning for research.</p> <p>Students are encouraged throughout the stage of study to undertake independent study both to taught/learnt and to broaden their individual knowledge and understanding of the subject.</p>	
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