



Programme Specification

**Certificate of Higher Education in
Business and Social Enterprise**

**Foundation Degree (Arts) in
Business and Social Enterprise**

Valid from: September 2013

**Faculty of Business Oxford Brookes University /
Ruskin College**

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Ruskin College, Oxford
Final awards:	Certificate of Higher Education Foundation Degree (Arts)
Programme title:	Business and Social Enterprise
Interim exit awards and award titles:	None
Brookes course codes:	tbc
UCAS/UKPASS codes:	tbc
JACS code:	N100 Business Studies
Mode of delivery:	Face to face
Modes of study:	Full-time (1 year for each programme) Part-time (2 years for each programme) (Students have a six years to complete the 240 credit Foundation Degree programme from initial registration for the Certificate of Higher Education in Business and Social Enterprise)
Language of study:	English
Relevant QAA subject benchmark statement/s:	QAA subject benchmark statement for Business and Management (General), revised 2007.
External accreditation/recognition: <i>(applicable to programmes with professional body approval)</i>	N/A
Faculty managing the programme:	Business
Date of production (or most recent revision) of specification:	May 2013

SECTION 2: OVERVIEW AND PROGRAMME AIMS

2.1 Rationale for/distinctiveness of the programme

Whilst a separate and distinct programme, the Certificate of Higher Education (“Cert HE”) in Business and Social Enterprise is a Level 4 course designed to be delivered over one or two years (full- or part-time) and is a validated programme in its own right. It is designed to equip students with the necessary knowledge and skills to

undertake further study at Levels 5 and 6 at the College or elsewhere; for example, the Foundation Degree programme in Business and Social Enterprise.

As a whole programme, the two-year (full-time) Foundation Degree in Business and Social Enterprise provides a practical business education programme for students who wish to study at Higher Education level in their local area. Designed in cooperation with, and supported by employers and specialists in the field of social enterprise, the programme has a strong focus on employability skills appropriate to the sector.

Students are equipped to be social entrepreneurs within an existing business organisation and with the skills to develop their own business. The programme is delivered in such a way as to enable its students to continue in employment. Students have the opportunity to progress to a BA (Hons) 'top up' final year at Oxford Brookes University.

2.2 Aims of the programme

The programme has been designed to further students' knowledge of business and social enterprise and of good business management practice. Critical to the programme is the opportunity for work-based learning to take place, combining academic knowledge with real life business scenarios. Students' vocational learning is normally supported by workplace mentors.

The aim of the programme is to support and develop students for careers in the area of Business and Social Enterprise.

The programme has been developed in a way which explores each of these two strands progressively, whilst maintaining a holistic view of business within various contexts.

The **Business** strand introduces students initially to the scope and functions of business and gradually develops their understanding of the internal and external environment in which businesses operate.

The **Social Enterprise** strand takes basic social enterprise concepts and theories to a contemporary and practical level; and integrates organisational behaviour aspects with management and decision making.

Within the Certificate of Higher Education, students are introduced to areas such as criticality and academic writing, in addition to developing a portfolio to support their professional development. They also begin to explore the similarities and differences between social enterprise and commercial business management and practices.

In the Level 5 Foundation Degree programme students focus on research skills and developing their skills of enquiry in preparation for their Work based Project. This also helps prepare for their honours year component modules (e.g. dissertation) should they wish to progress on to the final year of the BA (Hons) Business and Management programme at Oxford Brookes University.

SECTION 3: PROGRAMME LEARNING OUTCOMES

Graduates from the Certificate of Higher Education in Business and Social Enterprise and from the Foundation Degree (Arts) in Business and Social Enterprise will be able to:

	Cert HE	FD
3.1 Academic literacy		
1. Understand a range of management concepts, practices and skills which aid effective decision making and the management of resources.	x	x
2. Recognise the integrated nature of Social Enterprise and how this contributes to developing effective operational and strategic activities.		x
3. Demonstrate an awareness of real social economy issues and practices, and provide realistic solutions where appropriate.		x
4. Use a range of management and communication techniques to participate in (internal and external) customer interactions and manage operational tasks and resources effectively.	x	x
3.2 Research literacy		
5. Understand the importance of robust business research methodology, and use appropriate techniques in developing their own research projects.		x
6. Select and evaluate information (both primary and secondary) and demonstrate a critical understanding of business related research. (Also Digital and information literacy)	x	x
3.3 Critical self-awareness and personal literacy		
7. Reflect on experiences leading to personal and professional development.	x	x
8. Evaluate oneself and others using appropriate tools and techniques.		x
9. Develop skills to enable collaborative working.	x	x
10. Outline tools that can be used for self-managed learning.	x	x
3.4 Digital and information literacy		
11. Identify, access and use appropriate business information sources to inform their understanding of relevant topics and support their academic and practical work.	x	x
12. Apply a range of business tools to research, analyse and evaluate a range of social enterprise situations.	x	x
13. Use social media to develop relationships and promote social enterprise.	x	x

3.5 Global citizenship		
14. Recognise the origins, cope and functions of social enterprises in different contexts, and appreciate the internal and external global business environment in which it operates.	x	x
15. Appreciate the importance of effective and appropriate communication methods and customer care practices with both the internal and external global customers and enterprise partners.	x	x
16. Demonstrate awareness of the importance of values, ethics and social responsibility in all aspects of business and personal life.	x	x

SECTION 4: PROGRAMME STRUCTURE AND CURRICULUM

Year 1 Leading to Certificate of Higher Education in Business and Social Enterprise

Module number	Module title	Level	Credits	Status	Pre or Co-requisites	Term
401	Critical Skills/Personal Development	4	30	Compulsory	None	One and Two
402	Fundamentals of Business and Social Enterprise	4	15	Compulsory	None	One
403	Introduction to Business and Social Enterprise Context	4	15	Compulsory	None	One
404	Business Ethics, Corporate Social Responsibility and Social Enterprise	4	15	Compulsory	None	Two
405	Marketing Social Enterprise	4	15	Compulsory	None	Two
406	Understanding Financial Management of Social Enterprises	4	15	Compulsory	None	Three
407	Historical and Contemporary Issues in Social Enterprise	4	15	Compulsory	None	Three

Year 2 leading to Foundation Degree (Arts) in Business and Social Enterprise

Module number	Module title	Level	Credits	Status	Pre or Co-	Term
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					requisites	
501	Business Strategy and Innovation	5	15	Compulsory	Modules 402 & 403	One
502	Leading and Managing through Mission	5	15	Compulsory	None	One
503	Leadership and Managing People	5	15	Compulsory	None	Two
504	Finance for a Developing Business	5	15	Compulsory	Module 406	Two
505	Identity and Legalities	5	15	Compulsory	Module 403	Three
506	Networks and Networking	5	15	Compulsory	None	Three
507	Social Enterprise Work-based Project and Research Skills	5	30	Compulsory	Module 401	One and Two

Progression through the Programme

In order to proceed to the Level 5 Foundation Degree programme, students must have completed all of the Level 4 Certificate of Higher Education in Business and Social Enterprise programme.

In order to complete satisfactorily a year of full-time study, a student: must pass at least 90 credits during the year.

In order to complete satisfactorily a year of part-time study, a student: must pass at least 45 credits during the year.

Award

A Certificate of Higher Education in Business and Social Enterprise is awarded to a student who successfully completes the Level 4 modules shown in the Programme Structure and earns 120 CAT credits.

The Foundation Degree in Business and Social Enterprise is awarded to a student who successfully completes the modules shown in the Programme Structure and earns 240 CAT credits (120 credits at Level 4 from the Certificate of Higher Education or equivalent programme and 120 credits at Level 5).

There is the opportunity for students to progress on to a further year of study in order to complete a full Honours Degree. Students who normally achieve an average of 55% over the Level 5 modules of the Foundation Degree programme are eligible for progression to the BA (Hons) in Business and Management Level 6 Honours year at Oxford Brookes University or at Solihull College.

4.2 Professional requirements

N/A

SECTION 5: PROGRAMME DELIVERY

5.1 Teaching, Learning and Assessment

Work-based learning is the central and integrating element of both programmes where the academic knowledge and understanding are reinforced by the development of vocational skills. The programmes provide a framework to support students' reflections on practice. Students are encouraged to reflect on their own experience and to examine this critically in the light of models of good practice and research findings. Teaching and learning methods are practical, experiential and include whole class, group and individual experience.

Teaching and Learning Strategies

Throughout both programmes, teaching and learning strategies acknowledge and encourage a range of learning styles. The programmes aim to provide a balance between provision of information and opportunities to assimilate actively, apply, question, debate and reflect critically. Teaching and learning strategies:

- introduce and encourage students to engage in new areas of knowledge while also giving them the opportunity to broaden and deepen their existing knowledge;
- encourage students to engage in critical analysis of concepts, theories and practice and to test their analysis against received understandings and practices;
- provide the opportunity to acquire practical experience in a range of activities relevant to students' roles in the social enterprise environment from empirical research to presenting their findings;
- encourage students to engage in critical reflection.

Teaching and Learning Methods

Throughout the programmes, students are given opportunities to:

- participate in lectures, seminars and workshops which develop their knowledge and understanding of issues related to their role in the social enterprise environment;
- work in groups to examine and discuss issues;
- compile portfolios;
- work with a wide range of practical resources, including appropriate computer hardware and software;
- use e-learning as a tool to support their learning; and
- undertake projects to benefit their employers and their own professional development.

The **Graduate Attributes** in the programmes are identified and developed through the teaching and assessment across all modules at both levels.

Academic literacy

To underpin their future careers, students will need skills of critical thinking informed by relevant theoretical perspectives to make effective decisions in the context of the uncertain and rapidly changing business environment. Consequently, the distinctive learning approach of these programmes is enquiry-based learning that underpins the development of the intellectual skill of critical enquiry and encourages active engagement with the discipline.

Research literacy

At Level 4 students begin to identify and use appropriate business and management information sources and develop an understanding of basic academic conventions, including referencing and academic (mis)conduct. At Level 5 there is increased emphasis on more advanced information literacy and research skills to develop an independent learning approach leading to the work-based business project.

Critical self-awareness and personal literacy

Students are introduced to Critical Skills/Personal Development in Level 4, including reflective practice and self-evaluation, and receive formative feedback from tutors. Students' skills in self-evaluation and reflection are further developed in Level 5 in Leadership and Managing People and Networks and Networking.

Digital and information literacy

A blended learning approach is supported by use of the Virtual Learning Environment to provide online resources and activities. The development of students' digital literacies, including skills in online communication and collaboration using social media, begins in Level 4 and is developed further particularly in Level 5. In terms of information literacy, the focus is on developing students' skills in selecting relevant information and data and synthesising and integrating that information for decision making.

Global citizenship

The programmes' aim is that students develop a deep understanding of the complexities of the global social enterprise and the skills to manage that complexity, including consideration of the intercultural issues relating to management and working in social enterprise. Ethics are addressed throughout the programmes, and particularly in the Business Ethics, Corporate Social Responsibility and Social Enterprise and in the Marketing Social Enterprise modules at Level 4 and in the Business Strategy and Innovation and Leadership and Managing People modules at level 5.

Hours of Study

Students who are following the full-time programme are expected to attend College for 1.5 days per week over one academic year for each programme. Students who are following the part time programme are expected to attend College for 1 day per week over two academic years for each programme.

A typical 15 credit single module comprises 150 hours of study. This includes 24 hours of contact time in the form of seminars and workshops and 126 hours of guided independent study and preparation for assessments.

Assessment

The pattern of assessment is based on the aims, learning outcomes and rationale of the programme. Assessment is designed to simulate and replicate the experiences, tasks and activities that students undertake in employment.

A variety of assessment methods are used appropriate to the topic of study, including the submission of written reports, delivering individual and group presentations, completing time-constrained assessments, simulation exercises, role play, and submitting a personal development portfolio. The design and form of the assessment activities reflect the progression of knowledge and understanding developed during the programme. Students are expected to display both practical capability and clear evidence of evaluation within the work completed.

There are 14 modules across the two programmes, all compulsory, 7 at each level. Approximately 90% of assessment is coursework, with 10% examinations or in-class tests at each level.

The programme is reviewed annually so details of assessment are subject to change.

Oxford Brookes Assessment Compact

In line with the Brookes Assessment Compact, feedback on students' work is provided in a range of ways at various times throughout this module, and different feedback serves slightly different purposes. Feedback is designed to support students' learning and help them to improve subsequent work, and they are encouraged to make good use of all feedback provided. Feedback is available throughout the module not just on formally assessed tasks. It is provided on students' work and contribution in class, on the formal assessment tasks and in 1:1 tutorials with academic staff.

5.2 Assessment regulations

The Certificate of Higher Education and Foundation Degree programmes both conform to Oxford Brookes University's academic regulations for Foundation Degree programmes (Section B1 of the University's regulations at <http://www.brookes.ac.uk/uniregulations/current/specific/foundationdegree>).

SECTION 6: ADMISSIONS

6.1 Entry criteria

Certificate of Higher Education in Business and Social Enterprise

Entrants to the Programme should normally be in a current role in an appropriate workplace setting (voluntary or paid) and are normally asked to provide a line manager's letter of support and recommendation. They are also normally expected to possess the following:

Either:

A minimum of two years' relevant work experience and a current role in an appropriate workplace setting,

Or:

- a minimum of one pass at A-level or 6-unit Vocational A-level, plus three passes at GCSE (grades A–C), or O-level (grades A–C) normally including Mathematics and English Language, or
- a National Certificate or Diploma or other equivalent qualifications, such as GNVQ/NVQ or other Level 3 vocational qualifications.

Applicants are normally interviewed and assessed by the College to ensure they possess the appropriate attributes to succeed on the programme.

Students apply to Ruskin College through UCAS or direct to the College for admission to the Certificate of Higher Education in Business and Social Enterprise programme.

Foundation Degree in Business and Social Enterprise

Entrance to the Foundation Degree is normally dependent on successful completion of the Certificate of Higher Education or an equivalent programme worth 120 credits

at Level 4 and which meets the learning outcomes of the Certificate of Higher Education in Business and Social Enterprise.

Students apply to the University through UCAS.

Admission with Credit

Applicants with prior certificated or experiential learning may be admitted to the Certificate of Higher Education in Business and Social Enterprise with credit for up to a maximum of 80 credits at Level 4.

Students must take all modules at Level 5 in the Foundation Degree in Business and Social Enterprise.

Dispensation

Exceptionally, applicants who can show that they have qualifications or experience or both that demonstrate that they have knowledge and capabilities equivalent to those possessed by holders of the qualifications listed above may be admitted with dispensation from the requirement to possess those qualifications.

English Language Requirements

Applicants whose first language is not English must also demonstrate that their level of English is acceptable, by achieving a score in a recognised test such as:

- British Council IELTS: normally minimum level 6.0 overall with a minimum of 6.0 in the reading and writing components;
- TOEFL minimum score of 80 (internet-based test)

6.2 CRB checks

N/A

SECTION 7: STUDENT SUPPORT AND GUIDANCE

Students are supported in a number of ways including:

- An induction programme before the start of formal teaching.
Induction includes information on the programme structure and timetable, introduction to the library and College support services, and a visit to the Business Faculty at Oxford Brookes.
- A personal tutor at the College to help with academic development, offer personal support and provide information about College support services.

Students are provided with a programme handbook at the start of each academic year, and detailed module handbooks at the start of each semester.

As enrolled students of Oxford Brookes, Level 5 Foundation Degree students have access to all University's support and disability services, including the Students' Union and Careers and Employment Centre.

SECTION 8: GRADUATE EMPLOYABILITY

Graduates will be able to progress to a range of careers in the social enterprise sector. The programme also equips students with the skills and knowledge to be involved in starting up a social enterprise. The programme is also delivered in such a way as to enable its students to continue in employment. Students have the opportunity to progress to a BA (Hons) Business and Management 'top up' final year at Oxford Brookes University.

SECTION 9: LINKS WITH EMPLOYERS

The programme has developed with and through close collaboration with key partners and stakeholders ranging from trade unions to the co-operative movement. This collaboration will continue to ensure that the programme continues to reflect the changing nature and needs of the sector. In doing so the programme will also benefit from potential work and work placement opportunities, teaching case studies and visiting speakers.

SECTION 10: QUALITY MANAGEMENT

Indicators of quality/methods for evaluating the quality of provision

The programme is subject to a variety of quality assurance procedures, including:

- programme committee meetings held once a term to enable staff and students to provide feedback on the programme
- a rigorous annual and periodic review process to ensure the currency and quality of the programme
- an external examining process that follows the University guidelines
- systematic end-of-module and end-of-programme monitoring and evaluation.

Students are represented at both programme and College level, and feedback from employers is sought regularly. The programme team works closely with Oxford Brookes Business Faculty staff to share best practice and to ensure consistency is maintained.

Feedback from students is taken informally on a regular basis throughout modules and also formally in a variety of ways, as set out below:

- A Module evaluation follows the completion of each module using a group discussion which is fed back anonymously through a class representative to which staff response formally in writing via the intranet. Evaluations are discussed at the Programme Board, and the Academic Co-ordinator monitors overall trends. Minutes of the Programme Board are forwarded to the Academic Quality and Standards Committee. Module evaluations are also discussed at team meetings in terms of group hand-over term to term and also any issues which need addressing by the programme team.
- Students also anonymously complete a quantitative questionnaire at the end of each module which asks about teaching quality, residential issues and infrastructure.
- Student reps at the Humanities and Social Science Programme Board represent student views and give feedback to students. Student reps receive minutes from the Board. There are also student reps at the AQSC
- The cross-College student survey is conducted by the College and results reported to Boards and to the AQSC as well as to Oxford Brookes University.