

Programme Specification for FdA Service Sector Management

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	Worcester College of Technology
3.	Programme accredited by	N/A
4.	Final award	FdA
5.	Programme title	FdA Service Sector Management (Retail) FdA Service Sector Management (Hospitality) FdA Service Sector Management (Travel & Tourism)
6.	Pathways available	Click here for more information
7.	Mode and/or site of delivery	Worcester College of Technology; in the work-place; on-line; independent learning
8.	Mode of attendance	Full-time, two days per week/2 years. Location; Worcester College of Technology Part-time, 1 day per week/4 years. Location; Worcester College of Technology
9.	UCAS Code	N290 - FdA Service Sector Management (Retail) N220 - FdA Service Sector Management (Hospitality) N800 - FdA Service Sector Management (Travel & Tourism)
10.	Subject Benchmark statement and/or professional body statements	QAA subject benchmark statement: General Business and Management, 2007 Foundation Degree Qualification Benchmark, 2010
11.	Date of Programme Specification preparation/ revision	April 2013; August and October 2014 – amendment to regulations.

12. Educational aims of the programme:

The programme aims to develop the learner's understanding of management in the service sector. There is a focus on organisations, the external environment in which they operate and how they are managed. A second general aim is to encourage and inspire the learner to develop and pursue an entrepreneurial ambition within their chosen sector.

Learning in the workplace is integral to the programme – the work environment provides an arena for the acquisition of current knowledge and the development of skills and competencies.

In detail, the programme aims to provide students with:

1. an integrated study of organisations and of their strategy, behaviour, management and sustainability in the changing environment in which business operates
2. entrepreneurial confidence and the stimulation to undertake innovative, enterprising activity
3. a work-based framework which provides learning in, for and through the organisation
4. access to specific knowledge and skills through a highly flexible, learner-centred curriculum that will enable the student to:
5. develop the skills and confidence to confront challenges and optimise organisational resources
6. deploy skills to lead, inspire and motivate others in a variety of organisational contexts
7. a supportive and stimulating learning environment which is intellectually challenging and develops analytical and critical abilities
8. learning experiences in the workplace and classroom which support the development and application of transferable skills and competencies.

13. Intended learning outcomes and learning, teaching and assessment methods

Knowledge and understanding:

On successful completion of the course, students will be able to:

- Examine the environmental influences that shape the sector and how organisations respond to their impact on the supply of and the demand for their services (FDSS 1202; FDSS 1101; FDSS 1303)
- Examine strategies to manage personal and organisational reputations and networks (FDSS 2004)

Examples of learning, teaching and assessment methods used:

- A programme of structured inputs: interactive seminars, class discussions (face-to-face and online), guided reading, case studies, group work sessions, small and large group social learning, individual tutorials and VLE support
 - The researching and writing of assignments and subsequent oral and written feedback
 - In-depth, self-directed research, tutorial guidance and discussion
 - Work-based learning modules provide an arena for: experiential learning, live projects, critical self-reflection and skills development
 - A variety of assessment vehicles including examinations, work-based project; group and individual presentations and projects; reflective papers; portfolio building; written management reports and briefing papers; interviews and case studies
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Cognitive and intellectual skills:

On successful completion of the course, students will be able to:

- Evaluate the defining characteristics of the sector as a phenomenon; including its size, structure, formats and boundaries (FDSS 1202; FDSS 1101; FDSS 1303)
- Evaluate how organisations meet the needs and expectations of different customers in the sector (FDSS 1202; FDSS 1101; FDSS 1303)
- Evaluate (with tutor support) the performance of a service sector organisation (FDSS 1004)
- Examine the adequacy of evidence by taking a critical stance towards concepts, theories and sources, including alternative interpretations (FDBP 1094)
- Evaluate organisational service systems within the sector and their implementation and operation (FDSS 2101; FDSS 2202; FDSS 2303)
- Evaluate the impact of emerging technologies and media communications on the service sector (FDSS 1202; FDSS 1101; FDSS 1303; FDSS 2004)
- Evaluate different theoretical perspectives in relation to business ethics (FDBP 2096)
- Explore issues involved in determining organisational strategy and in solving complex problems facing organisations (FDBP 2098)

Examples of learning, teaching and assessment methods used:

- All modules encourage learners to engage in discussion of key issues and application of key concepts including problem-based learning, projects, simulations, debates, forums and case studies
 - Use of higher order critical skills (e.g. the ability to evaluate evidence, arguments and assumptions to reach sound judgements) are encouraged at Levels 4 and 5 (with additional tutor support as necessary in line with UW's Curriculum Design Policy)
 - 'Live' work-based projects offer students the opportunity to engage in problem solving decision making to address complex issues
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Practical skills relevant to employment:

- On successful completion of the course, students will be able to:
- Interrogate data to assess organisational performance for planning and control (FDSS 1004)
- Develop your own customer service skills and investigate strategies for leading and influencing others in the pursuit of customer excellence (FDSS 1005)
- Assess how your customer interactions add value to the organisation (FDSS 1005)
- Develop personal communication and organisation skills appropriate to different academic and workplace styles and conventions (FDBP 1094)
- Create a development plan that shows personal growth and achievement (FDBP 1094)
- Examine how customer service is used as a competitive tool in organisations (FDSS 1005)
- Investigate strategies for recruiting, retaining and motivating employees in the sector (FDSS 2101; FDSS 2202; FDSS 2303)
- Develop strategies for increasing business performance within the sector (FDSS 2101; FDSS 2202; FDSS 2303)
- Demonstrate vocationally relevant managerial skills and knowledge in an identified, and individually negotiated, employment context within the sector (FDSS 2101; FDSS 2202; FDSS 2303)
- Analyse relevant data and information to identify marketing opportunities (FDSS 2004)
- Justify an ethical stance in response to an organisational ethical dilemma (FDBP 2096)
- Communicate and justify recommendations for improving practice effectively (FDBP 2097)
- Apply theory to practice in a simulated environment and test a range of responses to environmental 'shocks' (FDBP 2098)
- Participate in a competitive 'real world' process and assess the company's performance in a competitive environment (FDBP 2098)

Examples of learning, teaching and assessment methods used:

- Work based experiential learning opportunities such as projects, simulations, presentation, visits and guest speakers
 - All modules include learning outcomes which require students to use an appropriate range of academic, business or practical sources
 - Some assessments are specifically designed to be of a practical nature reflecting the workplace; interviews, marketing audits, data analysis using business software and presentations
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Transferable/key skills:

On successful completion of the course, students will be able to:

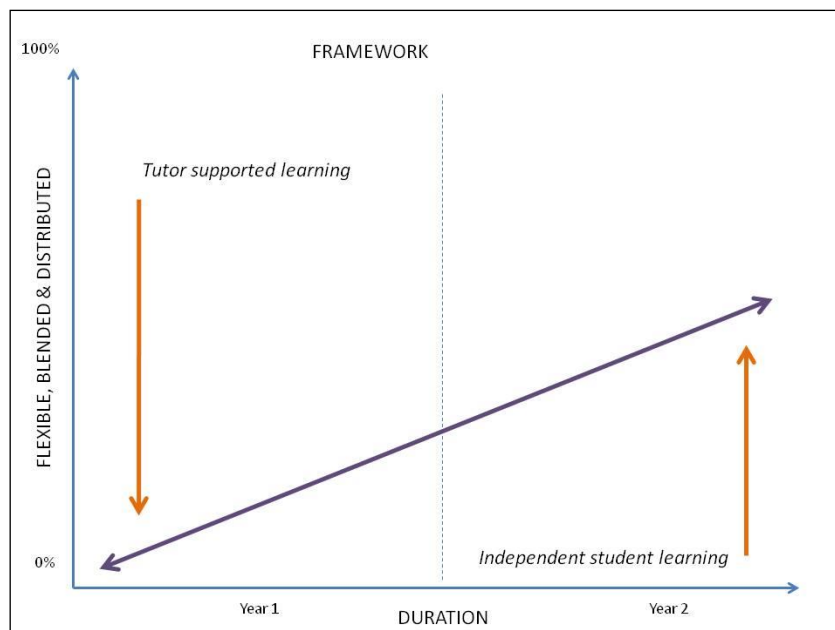
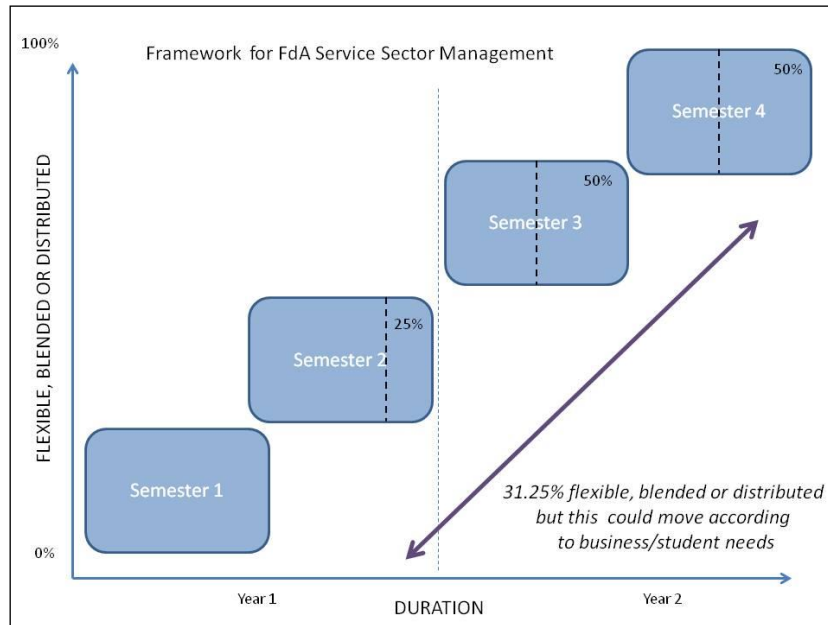
- Investigate how better management of the 'service encounter' can build successful customer relationships (FDSS 1202; FDSS 1101; FDSS 1303)
- Apply different methods for identifying cost and distinguish between alternatives for planning, control and decision making (FDSS 1004)
- Appraise the role of management information systems in organisational decision making (FDSS 1004)
- Appraise the value of equality and diversity in building excellent customer service (FDSS 1005)
- Evaluate own personal and professional performance using appropriate tools, techniques, reflective practice and working independently (FDBP 1094)
- Develop techniques to plan marketing activities and campaigns (FDSS 2004)
- Analyse contemporary issues faced by organisations and managers (FDBP 2096)
- Demonstrate a capability to explore, negotiate, propose, initiate, administer and evaluate a significant work-based project (FDBP 2097)
- Apply and maintain appropriate skills, attributes and competencies relevant to the 'live' management project (FDBP 2097)
- Reflect critically on learning in and from the workplace as a means to purposeful personal development planning (FDBP 2097)
- Examine own skills in undertaking a series of management tasks including working in a diverse group to complete a challenge (FDBP 2098)

Examples of learning, teaching and assessment methods used:

- Self management skills are developed and rehearsed in the workplace through the 'reflective practitioner' model
- Self-management skills are experienced through meeting assignment submission deadlines, working with others, and at certain points personalised assessment opportunities where students may choose a topic, case study or specific organisation or business sector as the basis for assessment
- Personal development is introduced at Level 4 and underpins all modules in particular the work-based project. It is encouraged throughout the course via the timetabled tutor support system, online resources for personal development and in particular regular tripartite meetings between the workplace supervisor/learner/academic tutor
- Examinations are included at all levels, partly to retain and develop examination techniques for students wishing to pursue professional qualifications post-degree and/or level 6 qualifications

- Interpersonal and team-working skills are experienced via group activities and assessments

The learning and teaching strategy is based on a continuum from traditional, formal methods, via facilitated learning, through to a distanced model offering support to the independent learner. A tapered framework is employed in which scaffolded, classroom-based support gives way to increasingly independent modes of learning as the student progresses through the programme:



A wide variety of learning and teaching methods is used in order to maximise achievement and progression opportunities for students with a diverse range of prior knowledge, skills and achievement.

The range of traditional formal methods used include: lectures and seminars, case studies, individual and group presentations. Facilitated learning is achieved through projects, simulations discussions, visits and the use of the VLE. Independent learning is supported through the VLE and online learning logs and through meetings.

14. Assessment Strategy

The strategy is based on guidance from the Foundation Degree Qualification Benchmark Statement to consolidate the assessment of learning in the workplace with more traditional means:

'Assessment may include a variety of formal and informal, and formative and summative techniques, provided that they are all capable of rigorous testing and independent verification. Through the combination of assessment of work-based learning and other more traditional means of assessment, Foundation Degrees can integrate a variety of delivery modes and assessments undertaken by institutions and employers.' (p.14)

The [Assessment Strategy](#) has therefore been designed to provide a diverse but integrated assessment regime appropriate to students on this work-based, vocationally-orientated Foundation Degree programme. The workplace setting provides a range of learning opportunities not present in a traditional undergraduate programme. The assessment strategy seeks to optimise those opportunities – the acquisition of knowledge, skills and competencies in real and simulated work environments, purposeful reflection on that process to enhance employability. Complementing this work-based learning, academic research is at the heart of the programme.

All assessed work is benchmarked against specific assessment criteria for each grade, for each item of assessment and is contained in each module outcome. All work will be returned to the student within 20 working days. Where appropriate, work is anonymously marked. This is typically time constrained case study assessments and formal examinations. Where students present in person or their employment context is clearly evident, anonymous marking is rendered ineffective. The status on marking is clearly documented in all module specifications and module guides. All student work is graded in accordance with the University of Worcester [Generic Undergraduate Grade Descriptors](#).

Assessment items at Level 4: students are required to submit all items of assessment in order to pass a module. Learners are encouraged to successfully meet all the learning outcomes but where difficulty arises in meeting one of them, an average of the module results is allowed.

At level 5, students are required to achieve a pass mark in each item of assessment to complete the module. The requirements in many of the modules at level 5 are aligned to the curriculum of subject specific professional bodies and/or are highly vocational and competency based in their approach. The need to pass all assessment items at level 5 enhances the learning and provides evidence to employers and professional bodies of a full range of competencies in the specific subject areas.

Each assessment item has a stated word count or in the case of a presentation, a duration. It is an important academic skill to be able to present arguments within set parameters and as such, you will be downgraded by the marker by one full grade if you exceed the word limit or duration by more than 10%. The penalties are as follows:

- Up to 10% under or over: no penalty
- 10% to 20% under or over: one grade point penalty (e.g. B+ to B)
- 20% to 30% under or over: two grade points penalty (e.g. B+ to B-)
- More than 30% under or over: three grade points penalty (e.g. B+ to C+)

For your guidance, the word count includes quotations. (You should therefore use quotes selectively and limit the length of your quotes. Paragraph-length quotes are, for example, unacceptable). The word count does not include bibliography /reference lists and reasonably short appendices. You will be given guidance on how to manage word counts (e.g. the use of appendices) during your programme. For details on the University of Worcester guidance on 'Word Counts' please click [here](#).

Diagnostic and formative assessments underpin this work-based programme. Students are provided, at appropriate intervals with one to one guidance and feedback to enable them to align theory to practice in a world of work that is dynamic and fast changing.

The strategy allows the student at certain points to assume more responsibility for their own learning by negotiating learning outcomes specific to the individual workplace. In doing so the student reconciles work-based activity with the academic programme, through the evaluation of relevant theory and research and linking that theory to the chosen area of professional practice.

Embedding the development of employability into high quality teaching and learning is central to the programme. Learners are not only able to develop the necessary skills for the workplace during the programme but have an opportunity to investigate their existing skills and identify and improve areas for personal development.

In collaboration with employers, professional bodies and wide-ranging research, WCT have designed a Graduate Employability Skills Framework which provides learners with a clear guide to the employability skills being acquired and improved during their time on the programme.

The WCT Graduate Employability Skills Framework centres on the following skills:

- Managing Self
- Working with Others
- Problem Solving & Decision Making
- Commercial Awareness and Customer Orientation
- Communication & Literacy Skills
- IT & Information Literacy
- Data Analytics and the Application of Numeracy
- Critical Thinking Skills

The Framework is used in 2 ways:

Modules – each module states the employability skills that are principally utilised and practised during the achievement of the learning.

15. Programme structures and requirements

Award maps for the full time and part-time programmes are below. The content for each pathway is mandatory. Where pre-requisites exist, a student must successfully complete the specified module to enable progression to level 5. This exists to enhance learning and support the award.

AWARD MAPS

Title FdA Service Sector Management (Retail) Full-Time

Year: 2013/14 onwards

Last Updated: April 2013

Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)
FDSS 1101	Retail	30	M
FDSS 1004	Making Sense of Data and Information	30	M
FDSS 1005	Customer Service and Me	30	M
FDBP 1094	Skills for Higher Education & the Workplace	30	M

LEVEL 5				
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Prerequisites (Code of Module required)
FDSS 2101	Retail Management	30	M	FDSS 1101
FDSS 2004	Emerging Marketing Techniques	15	M	
FDBP 2096	Ethics and Contemporary issues	15	M	
FDBP 2097	Work-based Project	30	M	
FDBP 2098	The Business Challenge	30	M	

AWARD MAP

Title FdA Service Sector Management (Hospitality) Full-Time

Year: 2013/14 onwards

Last Updated: April 2013

Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)
FDSS 1202	Hospitality	30	M
FDSS 1004	Making Sense of Data and Information	30	M
FDSS 1005	Customer Service and Me	30	M
FDBP 1094	Skills for Higher Education & the Workplace	30	M

LEVEL 5				
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Prerequisites (Code of Module required)
FDSS 2202	Hospitality Management	30	M	FDSS 1202
FDSS 2004	Emerging Marketing Techniques	15	M	
FDBP 2096	Ethics and Contemporary issues	15	M	
FDBP 2097	Work-based Project	30	M	
FDBP 2098	The Business Challenge	30	M	

AWARD MAP

Title FdA Service Sector Management (Travel & Tourism) Full-Time

Year: 2013/14 onwards

Last Updated: April 2013

Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)
FDSS 1303	Travel & Tourism	30	M
FDSS 1004	Making Sense of Data and Information	30	M
FDSS 1005	Customer Service and Me	30	M
FDBP 1094	Skills for Higher Education & the Workplace	30	M

LEVEL 5				
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Prerequisites (Code of Module required)
FDSS 2303	Travel & Tourism Management	30	M	FDSS 1303
FDSS 2004	Emerging Marketing Techniques	15	M	
FDBP 2096	Ethics and Contemporary issues	15	M	
FDBP 2097	Work-based Project	30	M	
FDBP 2098	The Business Challenge	30	M	

AWARD MAP

Title FdA Service Sector Management Part-Time (all Pathways) 4 Years

The award map for the part-time programme is below. The content for each pathway is mandatory – for example those wishing to complete the FdA Hospitality Award must complete the Hospitality modules. Where pre-requisites exist, a student must successfully complete the specified module to enable progression to level 5. This exists to enhance learning and support the award.

Year: 2013/14

Last Updated: April 2013

LEVEL 4			
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)
FDSS 1005	Customer Service and Me	30	M
FDBP 1094	Skills for Higher Education & the Workplace	30	M

Year: 2014/15

LEVEL 4			
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)
FDSS 1101	Retail	30	O
FDSS 1202	Hospitality		(dependant on service sector pathway choice)
FDSS 1303	Travel & Tourism		
FDSS 1004	Making Sense of Data and Information	30	M

Year: 2015/16

LEVEL 5				
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Prerequisites (Code of Module required)
FDSS 2101	Retail Management	30	O	FDSS 1101 for FDSS 2101
FDSS 2202	Hospitality Management		(dependant on service sector pathway choice)	FDSS 1202 for FDSS 2202
FDSS 2303	Travel & Tourism			FDSS 1303 for FDSS

				2303
FDSS 2004	Emerging Marketing Techniques	15	M	
FDBP 2096	Ethics and Contemporary issues	15	M	

Year: 2016/17

LEVEL 5				
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Prerequisites (Code of Module required)
FDBP 2097	Work-based Project	30	M	
FDBP 2098	The Business Challenge	30	M	

16. QAA and Professional Academic Standards and Quality

Key reference points used in this programme are the [Framework for Higher Education Qualifications in England, Wales and Northern Ireland \(2008\)](#) and [Foundation Degree Qualification Benchmark \(May 2010\)](#). In this context the qualification meets in full the descriptor for Level 5 of the FHEQ. In particular the programme applies the FDQB requirement that:

'In Foundation Degree programmes, academic knowledge and understanding integrate with, and support the development of, vocational skills and competencies, taking account of the need for appropriate academic rigour.' (FDQB, p6)

Work-based elements of the programme are informed by reference to [QAA Chapter B3: Learning and Teaching](#); Part B: Assuring and enhancing academic quality Section 2: Work-based and placement learning and the University of Worcester policy '[Policy on the Management of Work-based and Placement Learning](#)' (Quality Code B3/2: Indicator 1); Managing Work-Based Learning and Placements: Audit Record

Extensive mapping against the following standards has also been taken place: [QAA subject benchmark statement: hospitality, leisure, sport and tourism benchmark statement, 2008](#), [NOS Hospitality, 2009](#), [NOS Travel & Tourism, 2009](#). These industry standards have been embedded into the curriculum design of the course to ensure integrity and professionalism and maximise the learning opportunities for students in these specific vocational fields.

17. Support for students

The following [support services](#) are in place at WCT to provide support for students on the programme:

- Induction programme including inputs from WCT Student Services as well as course staff
- Course handbook, work-based learning handbook and module outlines
- Support from WCT Study Centre staff during induction and subsequently at St Wulstan's Study Centre
- Representation on Programme Committee to address course-wide issues and offer feedback
- Personal Tutor and Course Leader to provide academic and pastoral support
- Workplace supervisor /Academic Supervisor support within work-based framework
- Moodle (WCT VLE)
- WCT Equal Opportunities unit implements codes of practice in relation to disability, racial and other forms of discrimination
- WCT Student Services provide advice and support for students who have mental health difficulties, dyslexia, sensory or physical impairments and other difficulties
- Progression opportunities are discussed at appropriate points within the programme to enable students to make informed choices as to how to proceed after completion of their studies. These take the form of visits by the UW Course Leader to WCT, visits by WCT students to the UW campus and ongoing discussions with the FdA Course Leader and Course Tutor

18. Admissions

Admissions Policy:

In line with University policy, the programme aims to provide fair and equal access to a university education to all those who have the potential to succeed or benefit. The course is for people who wish a career in one of the 3 named pathways of the qualification. The course will attract students who have achieved a BTEC National Diploma or equivalent in the sector (e.g. Level 3 Diploma in Travel & Tourism) and for whom a vocationally-relevant FD qualification can be seen as an obvious, 'first choice' progression route. Secondly, the emphasis placed within the curriculum on work-based learning (or simulated work-based learning) is relevant to applicants with other Level 3 qualifications, who have identified Hospitality or Travel & Tourism or Retail as a career path, Finally the course provides access to a vocationally relevant, two-year higher education qualification for students traditionally under-represented in HE – the course will attract individuals, usually in employment, without formal qualifications, who can use their work experience (in their chosen sector or in other sectors), in the service of their achievement on the Foundation Degree.

Entry to the programme requires application via UCAS.

Entry Requirements:

The general admissions requirement of this programme are:

- The University's standard entry requirements apply: 4 GCSEs at Grade C or above plus a minimum of 1 and maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the WCT prospectus.
- The programme welcomes applications from learners who feel they may benefit, from outside the UCAS tariff, and actively encourages and welcomes people from the widest range of economic and cultural backgrounds, in work or directly from full-time study. In particular the programme values the contribution of mature learners.

Recognition of Prior Learning:

Other qualifications and Mature Students

We welcome applicants who hold alternative qualifications/experience different to those shown in this section who can demonstrate the ability to benefit from the course and show their potential to complete the course successfully. Although recent preparatory study at an appropriate level (e.g. an Access to Higher Education Diploma) is recommended, students may be considered on the basis of prior evidenced professional/work experience and/or other assessment procedures, and the assessment of personal suitability.

Students with relevant previous study at HND or degree level or extensive experience may be considered eligible for Accreditation of Prior Learning, depending upon the qualifications or experience gained. Credit can also be given for individual modules.

Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University [webpages](#) or from the Registry Admissions Office (01905 855111).

Admissions procedures:

Applicants are invited to a one-to-one selection interview with the Course Leader (or his/her representative). Candidates have an opportunity to discuss the requirements of the course, understand the philosophy behind Foundation Degrees, explore the expectations of a learner on this course and discuss their employment situation and how this can support their learning.

Applicants are also required to complete a 30-minute initial written exercise. This enables the Course Leader to briefly assess their current writing skills and approach to critical thinking. It also provides an opportunity to assess any potential need for additional support for the learner, should they commence the programme. Equally, it enables the candidate to have insight into the kind of analysis they will be required to undertake in class or during assessed work, as a pre-induction activity.

After the interview, appropriate advice is then offered to the applicant and a decision on entry made.

Admissions/selection criteria:

In considering all application data (including performance at interview and in the short, initial assessment exercise) the Course Leader will judge the potential of each applicant to prosper and succeed on the course. In cases where a candidate's formal qualifications do not meet the minimum requirements, as above, the application will be referred to the University of Worcester for their approval.

See Section 22 of the Programme Specification for information regarding the admissions arrangements for progression to the linked Honours Degree BA (Hons) Business Management

19. Methods for evaluating and improving the quality and standards of teaching and learning

Mechanisms for review and evaluation of teaching, learning and assessment, the curriculum and outcome standards include:

- [Module feedback evaluation](#)
- Annual Course Evaluation Report completed by Course Leader
- Quinquennial Periodic Review including external scrutiny
- Teaching observation processes. (Staff are observed annually within the WCT Observation of Teaching framework. Additionally staff participate in the Departmental Peer Review process)
- Student Academic Representatives at each level of the course
- External Examiners' Reports
- WCT annual reports

Additionally the student/employer/academic tutor forum provides a mechanism for feedback from employers.

20. Regulation of assessment

The course operates under the University's Undergraduate Regulatory Framework

Requirements to pass modules:

- Modules are assessed using a variety of assessment activities which are detailed in module specifications
- The minimum pass mark is D- for each module
- Modules at Level 4: students are required to submit all items of assessment in order to pass a module. These are: FDSS 1101, FDSS 1202, FDSS 1303, FDSS 1004, FDSS 1005, FDBP 1094
- Modules at Level 5: students are required to achieve a pass mark in each item of assessment to pass a module. These are: FDSS 2101, FDSS 2202, FDSS 2303, FDSS 2004, FDBP 2096, FDBP 2097, FDBP 2098
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see [Undergraduate Regulatory Framework](#).

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

Requirements for Progression:

- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University
- Students who achieve less than 90 credits but have submitted all items of assessment will be required to retake modules

Requirements for Awards:

Award	Requirement
CertHE	120 credits at Level 4 or higher
Foundation Degree FdA	120 credits at Level 4 and 120 credits at Level 5

These Awards are not classified.

21. Indicators of quality and standards

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

Worcester College of Technology underwent a QAA / IQER Institutional Review of its HE provision in January 2012. In expressing confidence in the College's performance, the following aspects of good practice were recognised:

- the thorough and robust monitoring and action planning arrangements assure standards and the quality of learning experiences within the higher education provision of the College
- the provision of an integrated system of support addresses the needs of all higher education students
- the many opportunities provided by employers enable students to acquire and demonstrate work-related skills and enhance their employability
- there are multiple opportunities for students to provide feedback and the College has developed innovative ways to facilitate feedback for the benefit of all students. (IQER, 2012)

National Student Survey scores are reviewed annually to inform and enhance the teaching, learning and assessment. Student progression and achievements results are also monitored annually to assure the quality of provision.

The External Examiner for the programme noted in his 2012/13 comments:

'There is some very good work that has been produced by the students and the standard by and large is very good for this level of study. I am impressed with the level of feedback that is provided by the staff and this will certainly allow students to develop in the future' (FSSM EE Report 12/13)

Staff development at Worcester College of Technology is actively encouraged and supported with teaching staff undertaking regular development in both aspects of teaching and learning and in their subject specific areas. Continuing professional staff development is central to the success of the programmes and comprises opportunities such as: in-house and external activities, formal professional qualifications, attendance at conferences or secondments, work experience/external visits, team meetings or cross-college groups for awareness raising, specific skill training and sharing and dissemination of information, mentoring/ coaching/deputising, membership of working group or "task force", undertaking projects and representing the department/section in the wider community. For a full range of formal and informal staff development opportunities [click here](#).

22. Graduate destinations, employability and links with employers

Employer Links:

Employability is at the heart of this programme but a further factor that sets this programme apart is - the role of employers.

Employer involvement is central to Foundation Degrees. The programme has been designed in direct consultation with local employers and via extensive engagement with professional and occupational bodies representing key employer groups and organisational business functions in the UK.

Working in partnership with local employers, the student experience comes to life - in, through and outside the classroom. Visits to organisations, guest speakers, work-based projects and real-life simulations are some ways in which the syllabus is delivered. Working with established employment partners, we are able to not only involve them in the design but also the delivery of the syllabus. This creates a unique, live and fast changing back drop for our learners to make sense of their learning and apply it to real-life experiences. Many of the teaching staff are practising professionals who bring currency and realism to the syllabus.

Whilst most of our learners are already in employment, our ongoing collaboration with employers enables us to facilitate opportunities for those students have reduced access to workplace opportunities. This may be working on an organisational project for a business or getting access to data, information or people.

Wherever possible, the involvement of employers is actively encouraged to equip learners with the skills and knowledge relevant to their employment and to the satisfaction of their employer. The student and employer are encouraged to develop a client/consultant relationship - particularly in the work based project. Students are able to transfer their classroom based learning to their employment context. This may help facilitate change and offer new insights to enhance organisational performance. Equally the work place provides a rich background to classroom discussions, bringing the theory to life, opening the discussions and challenging conventional practices across a diverse student cohort.

Annual employer discussion forums provide an opportunity for staff to consult on current issues and pressing factors affecting organisational performance. In addition to working on the foundation degree programmes many of the teaching staff are responsible for level 5 & 7 professional courses and are chartered members of the awarding bodies - for example; CIPD, CIM, CIMA, ACCA or CMI. Through discussions and consultation with this body of advanced student professionals the staff are also in an excellent position to tap into the world of work and explore current issues and topical trends in employment.

Graduate destinations:

95%+ of graduates are employed or actively engaged in further study on completion of the FdA. (Most students progress immediately to a Level 6 programme, usually to the identified University of Worcester BA (Hons) Business Management programme.) Typically these FdA graduates continue to work in the same organisation that they have used as a basis for the work-based FdA and hope to use their qualification to progress internally.

Progression to Linked Honours Degree(s)/Top-Up Degree(s):

Students who successfully pass the FdA programme are eligible to progress to the final (top-up) year of BA (Hons) Business Management, (which can be taken in both Full-Time and Part-Time mode), at the University of Worcester.

Progression opportunities are discussed at appropriate points within the programme to enable students to make informed choices as to how to proceed after completion of their studies. These take the form of visits by the UW Course Leader to WCT, visits by WCT students to the UW campus and ongoing discussions with the FdA Course Leader and Course Tutor.

Alternatively, FdA graduates may be able to exploit the portability of their qualification by applying to continue on an alternative Top-Up Degree.

Student employability:

Student employability is the central theme of the FdA programme and is expressed in the WCT Graduate Employability Framework. In accordance with the FD Qualification Benchmark, the programme is:

'intended to equip learners with the skills and knowledge relevant to their employment, so satisfying the needs of employees and employers. (FDQB p4)

The WCT Employability Skills Framework underpins the delivery of all modules. Examples of employability skills in action are:

Managing Self

Organising workloads, time management and attendance, responding to external stimuli and modifying actions accordingly, meeting assignment deadlines, being open to feedback on skills and development

Working with Others

Working in teams to deliver results, running your own simulated business, managing others in group activities, reflecting on own team working practice

Problem Solving & Decision Making

Case studies, critical incident analysis, debates, completion of a work-based management project or dissertation

Commercial Awareness and Customer Orientation

Investigating organisations, undertaking marketing audits, responding to changes to a simulated business environment, identifying opportunities for organisational growth

Communication & Literacy Skills

Writing reports, briefing papers, presenting orally in groups and individually, debates on ethical issues, running your own simulated business, negotiating and persuading others in class discussions and in writing

IT & Information Literacy

Using software to present your work – word processing, spreadsheets and presentation software. Using online resources for research

Data Analytics and the Application of Numeracy

Recording, collating, interrogating, analysing and interpreting data. Financial calculations and computations. Interpreting ratios and facts and figures associated with business performance.

Critical Thinking Skills

Developing, evaluating and justifying original arguments. Evaluating published research and referencing the work of others.

At the end of the award, students are also presented with a transcript stating the modules completed and the grades achieved. This enables prospective employers to see clearly the subjects that have been studied and the level of attainment by the student. This transcript may be provided as a supplement to employment applications or CVs, as well as a focus for discussions at interview to demonstrate student employability.