Programme Specification

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UG Programme Directory
PG Programme Directory

Section 1 – regulatory details		
1.1	Awarding body	Wrexham University
1.2	Teaching institution	Wrexham University
1.3	Final award and programme title (Welsh and English)	BSc (Hons) Accounting and Finance with Foundation Year BSc (Hons) Business Management with Foundation Year
1.4	Exit awards and titles	No exit award during the Foundation Year – students who exit at this point will be awarded higher education credits only.
1.5	Credit requirements	The Foundation Year is studied as the first year of an extended degree programme. Student will not receive any separate award for the completion of the Foundation Year. 120 credits at level 3
1.6	Intake points	September
1.7	Mode of study	Full time
1.8	Length of delivery	1 year Degree programme with Foundation year is 4 years in total
1.9	Location of delivery	Plas Coch Wrexham
1.10	Language of delivery	English
1.11	Faculty	Business School
1.12	Subject area	Business
1.13	HECoS Code	Accounting and Finance – 100104 Business Management - 100078
1.14	Suitable for applicants requiring a Student Visa?	No
1.15	Is DBS check required on entry?	No
1.16	Professional, Statutory or Regulatory Body (PSRB) accreditation	Please refer to the programme specification for the main programme of study.
1.17	Welsh Medium Provision	The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.
1.18	External reference points	Credit and Qualifications Framework CQFW Level Descriptors https://www.gov.wales/credit-and-qualifications-framework-cqfw-level-descriptors
1.19	Derogation to Academic Regulations	N/A
1.20	Foundation Year route	Yes

Section 1 – regulatory details		
1.21	Placement / Work based learning	N/A – no placement
1.22	Length and level of the placement	N/A
1.23	Collaborative arrangement	N/A

Section 2 – programme details

2.1 Aims of the programme

The Foundation Year is designed to support a wide range of students from different backgrounds and with non-standard academic qualifications to enter HE. The year provides a vehicle for students who have not achieved the level of entry qualifications / UCAS points required to study the traditional 3-year undergraduate degree model.

- to provide a common core of academic and employability skills sufficient to prepare students for subsequent study and academic success at undergraduate level
- to provide students with core underpinning knowledge, skills and understanding in key areas of contemporary issues.
- to provide underpinning subject-related skills and knowledge in key areas required for undergraduate study in specified subject disciplines, including Numeracy, Science and Communication as and where appropriate.
- to provide generic skills and academic knowledge to support student confidence and discipline as appropriate for HE study.
- to provide appropriate grounding, in terms of knowledge and skills, to support progression into degree level study in the specialist subject area of the intended degree award.

The Integrated Foundation Year is designed with a generic structure to the modules with a mix of core and optional modules. There is a focus on the preparation for study at level 4, 5 and 6, a development of self-awareness and a focus on building resilience to help students manage their study against their other life commitments. Students are also introduced to developing their career plans from the start of the foundation year as well as exploring working in Wales and the Welsh context. Students will be supported by their programme teams through personal tutorials to help them to feel linked to their degree programme area.

2.2 Programme structure and diagram, including delivery schedule

The optimal optional module choice will be made through discussion with the personal tutor, who will be from the pathway programme team. The meeting to discuss the most suitable pathway will take place early in semester 1 and will be decided based on the student's entry profile, requirements of the core programme of study and their proposed career pathway.

Full-time Programme Structure					
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)
3	FY312	Study Skills for Success	20	Core	1
3	BUS398	Business Environment	20	Core	1
3	FY306	A Day in the Life	20	Core	1
3	FY308	Numeracy	20	Core	2
3	FY311	Professional Communication in the Workplace	20	Core	2

2.3 Programme Learning Outcomes							
No.	Learning Outcome	K	I	S	P	L3	Optional Ref (PSRB standards)
1	Explain the fundamental concepts, principles, techniques and issues which underpin future study at Level 4	☒	☐	☐	☐	☒	
2	Examine the way in which their subject area relates to wider societal concerns	☒	☐	☐	☐	☒	
3	Collect and organise and apply information	☐	☒	☐	☐	☒	
4	Engage in Independent Learning	☐	☒	☐	☐	☒	
5	Devise a plan to meet and reflect on personal and professional development needs	☐	☒	☐	☐	☒	
6	Identify the contribution of professions within their subject area to the delivery of goods and services	☐	☐	☒	☐	☒	
7	Explain aspects of Welsh culture and governance in the context of their subject area	☐	☐	☒	☐	☒	
8	Communicate ideas using oral, written and visual means of communication	☐	☐	☐	☒	☒	
9	Engage in team work to achieve a set task	☐	☐	☐	☒	☒	
10	Apply digital skills/capabilities in the context of their study	☐	☐	☐	☒	☒	
11	Demonstrate Time Management Skills	☐	☐	☐	☒	☒	

Note: K- Knowledge and understanding; I-Intellectual Skills; S-Subject Skills; P-Practical, professional and employability skills

2.4 Learning and teaching strategy

The learning and teaching strategy has been developed in line with WGU's Active Learning Framework (ALF), Strategy for Supporting Student Learning and Achievement (SSSLA), and with consideration of key employability skills and capabilities. It is flexible, engaging, dynamic, responsive and supportive, taking into account the diverse backgrounds of students and the demands of the wider professional landscape. Essentially, a 'blended' learning and teaching strategy will be employed whereby students will be required to attend face to face learning opportunities on campus, as well as to complete directed study activities provided virtually.

Face to Face Learning
Face to face learning will take the form of a range of engaging and interactive sessions, including lectures, seminars and workshops in both indoor and outdoor spaces. The sessions will deliver core module content and include individual and group work, drawing upon case studies and problem-based learning. Wherever possible, face to face learning will be recorded for students to revisit via the Virtual Learning Environment (VLE).

Virtual Learning
Virtual learning will take place via a range of platforms including the VLE and Microsoft Teams. Asynchronous learning activities will include a range of 'bite sized' tasks including videos, recorded lectures, quizzes, discussion forums, workbooks, readings, galleries and virtual visits. Synchronous learning activities will involve discussions, case studies, reflections, problem-based learning and simulation, and will wherever appropriate be recorded for students to revisit via the VLE.

Tutorials
Tutorials will take place both face to face and virtually, on a one to one and group basis. Tutorials will take an active and empowering approach, with preparatory tasks and with students encouraged to ask questions, think critically, and take control of their learning. Recognising the greater support requirements of level 3 students and the need for them to have a sense of connectedness to their core programme whilst undertaking a generic year, a higher intensity of support from their core programme team will be encouraged. This may take the form of additional group tutorials during the semester aligned to module content and/or opportunities to link with practitioners within their subject area.

2.5 Assessment strategy

As Level 3 provision, assessment strategies are designed to be supportive and to build confidence, whilst also ensuring that students engage with core material, develop the core and subject skills required for progression into and successful completion of undergraduate studies, and also reward and incentivise students.

Assessment tasks might include portfolio, presentations, practical and oral assessment which promote authentic assessment and encourage the deeper learning that is a key feature of higher education. Opportunities for formative feedback will be provided both through VLE based asynchronous learning activities which support the weekly teaching and through the submission of draft sections of work as per University Formative Assessment and Feedback Guidelines.

2.6 Disclaimer
Throughout quality assurance processes we have ensured that this programme engages with and is aligned to: • Academic Regulations • The University Skills Framework • Welsh Language Policy • Equality and Diversity Policy • The Student Union offers support for students

Section 3 – Programme set up (office use only)		
3.1	Framework	FRAME005_SEP - Bachelor Degree including Foundation Year - 4 Years - Wrexham - 480 Credits - Full Time - 20 Core Credits
3.2	Board dates (progression)	June Linked to Framework selection only complete if non-standard.
3.3	Cost centre	GABP North Wales Business School
3.4	Course type (HESA)	Choose an item.
3.5	Fee model	Standard full time UG
3.6	In-year resits	
3.7	Are any modules taught over either multiple periods or across the HESA year (defined as running 1st August - 31st July)	Choose an item.
3.8	Progression points	End of year
3.9	Semesters per intake	2 If other, please specify
3.10	Semesters per progression point	2 If other, please specify
3.11	Start and end dates	Stadard September If other, please specify
3.12	Student funding model	Student Funded
3.13	Does the Suitability for Practice Procedure apply to the programme?	No
3.14	Programme Leader	Justine Mason
3.15	Date of Approval	10/08/2023
3.16	Date and type of Revision	October 2025 – Validation of new Business programmes with FY to commence Sept 26.