UNIVERSITY OF LEICESTER

# Programme Specification (Undergraduate) FOR ENTRY YEAR: 2025/26

**Date created:** Click or tap here to enter text. **Last amended:** 25/09/26 **Version no.** 3
**Date approved by EQED:** Click or tap here to enter text.

## 1. Programme title(s) and code(s):

The Business Foundation Year programme provides progression onto the following degree programmes. It is not available as a stand alone programme

- BSc Accounting
- BSc Accounting and Finance
- BSc Finance
- BA Human Resource Management
- BA Marketing
- BA Business and Management
- BSc Economics
- BSc Business Economics
- BSc Economics and Accounting
- BSc Economics and Data Analytics
- BSc Financial Economics and Banking

Where students also meet the progression requirements they can progress onto Year Abroad and Year in Industry variants of all degrees listed above.

This specification should be read in combination with the specification for the degree to which a student intends to progress for the full course structure, content and other information.

### a) HECOS Code

| HECOS Code | % |
|---|---|
| 10078 | 100 |

### a) UCAS Code (where required)

| | |
|---|---|
| BSc Accounting with foundation year | N499 |
| BSc Accounting and Finance with foundation year | 7299 |
| BSc Finance with foundation year | N399 |
| BA Human Resource Management with foundation year | N699 |
| BA Marketing with foundation year | N599 |
| BA Business and Management with foundation year | N299 |
| BSc Economics with foundation year | L199 |
| BSc Business Economics with foundation year | LN99 |

| | |
|---|---|
| BSc Economics and Accounting with foundation year | NL99 |
| BSc Economics and Data Analytics with foundation year | LL99 |
| BSc Financial Economics and Banking with foundation year | L599 |

**2. Awarding body or institution:**

University of Leicester

**3. a) Mode of study**

Full-time

**b) Type of study**

Campus-based

**4. Registration periods:**

The Business Foundation Year will count towards the normal and maximum registration period of the degree programme that a student may progress to.
The normal period of registration for the Business Foundation Year is one year (progressing to a 3 or 4 year UG degree).
The maximum period of registration for the Business Foundation Year is 2 years.

**5. Typical entry requirements**

A-level: BCC or points equivalent from best three A-levels, to include appropriate subject(s).
BTEC Diploma: DDM
Access to HE courses in Business: 45 L3 credits, including 24 at Distinction.
The Business Foundation Year is designed to provide a route to higher education for applicants who do not have the right entry requirements for first year entry of the undergraduate programmes.

**6. Accreditation of Prior Learning**

Not applicable.

**7. Programme aims**

On completion of this programme students will be able to:

I. Demonstrate knowledge and understanding of the principal ideas and concepts and practices underpinning the entities operating in a business environment.

II. Apply technical skills and knowledge to a range of cases and problems.

III. Communicate information effectively using appropriate media, formats and language.

IV. Demonstrate an understanding of the skills required to be a confident, independent learner.

V. Understand how varying viewpoints could require different decision-making stances.

**8. Reference points used to inform the programme specification**

- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- Education Strategy
- University Assessment Strategy [login required]

- University of Leicester Annual Monitoring and Review Process
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Graduate Outcomes Data

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## 9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s). To ensure students meet the programme specific learning outcomes the following competences are mapped to the programme learning outcomes as described in 7.

### a) Knowledge and Critical Understanding

i) Competence in an appropriate body of knowledge

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Apply basis business and economic knowledge, theory and concepts to a range of cases and scenarios (i, ii) | Workshops, bespoke course materials, formative& summative feedback | • Interactive questions and problem sets within workshops<br>• Group work/peer learning<br>• Independent guided study | Assessed through a range of formative and summative assessments across the year including written and oral presentations and case studies. |

ii) Breadth of knowledge

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Understand a range fundamental concepts, strategies and processes utilised within business (ii). | Workshops, bespoke course materials, formative& summative feedback | • Interactive questions and problem sets within workshops<br>• Group work/peer learning<br>• Independent guided study | Assessed through a range of formative and summative assessments across the year including written and oral presentations and case studies. |
| Students should be able to:<br>Apply a range of fundamental economics notions to cases and scenarios (ii). | Workshops, bespoke course materials, formative& summative feedback specifically in Introduction to the Business Environment and Economics and Finance Fundamentals | • Interactive questions and problem sets within workshops<br>• Group work/peer learning<br>• Independent guided study | Assessed through problem sets and in person written examinations as well as through formative and summative worked problem sets |

iii) Understanding of source materials

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Find and use appropriate information from a variety of sources (i,ii) | Workshops, bespoke course materials, formative& summative feedback and signposted support from central library and learning services. | • Central services supported sessions<br>• Independent guided study | Assessed through a range of formative and summative assessments across the year including written and oral presentations and case studies. |

**b) Cognitive and Practical Skills**

i) Selection and analysis of sources

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Use and refine a variety of sources of knowledge appropriately (iv) | Interactive workshops in Succeeding at University and your successful | • Central services supported sessions<br>• Independent guided study | Assessed through a range of formative and summative assessments across the year<br>• Core learning exercises<br>• End of semester tests/exams |
| Students should be able to:<br>Appraise sources for relevance, reliability and validity of information (v) | Workshops and guided independent learning | • Central services supported sessions<br>• Independent guided study | Assessed through a range of formative and summative assessments across the year<br>• Core learning exercises<br>• End of semester tests/exams |

ii) Critical engagement

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|

| | | | |
|---|---|---|---|
| Students should be able to:<br>Critically reflect and evaluate models and techniques for business and economics. (i,ii,iv) | Workshops, bespoke course materials, formative& summative feedback | • Interactive questions and problem sets within workshops<br>• Group work/peer learning<br>Independent guided study | Assessed through a range of formative and summative assessments across the year including written and oral presentations and case studies. |

iii) Presentation of an argument

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Evaluate differing viewpoints and establish a clear and logical argument or model (v) | Formative feedback provided on analysis undertaken in workshops | • Group work/peer learning<br>• Active listening activities<br>• Independent guided study | Assessed through a range of formative and summative assessments across the year including written and oral presentations and case studies. |

iv) Independent research

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Develop ideas and provide supporting evidence backed by theory, empirical evidence, or data analysis (ii,v) | Workshops, bespoke course materials, formative& summative feedback and signposted support from central library and learning services. | • Interactive questions and problem sets within workshops<br>• Independent guided study | Assessed through a range of formative and summative assessments across the year including written and oral presentations and case studies. |
| Students should be able to:<br>Write an extended original research report (iii) | Formative feedback provided on analysis undertaken in workshops | - Independent guided study | Assessed through a range of formative and summative assessments across the year including written and oral presentations and case studies. |

v) Relevant technical skills

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Collect and apply new ideas and concepts (i,ii) | Workshops, bespoke course materials, formative& summative feedback and signposted support from central library and learning services. | • Interactive questions and problem sets within workshops<br>• Group work/peer learning<br>Independent guided study | Assessed through a range of formative and summative assessments across the year including written and oral presentations and case studies.<br>• Core learning exercises<br>• End of semester tests/exams |
| Students should be able to:<br>Combine new knowledge and techniques with prior understanding (i,ii) | Formative tasks and summative feedback as received in teaching sessions. | • Problem sets/case studies within workshops<br>• Group work/peer learning | Assessed through a range of formative and summative assessments across the year including written and oral presentations and case studies.<br>• Core learning exercises<br>• End of semester tests/exams |

vi) Autonomous working

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Work independently using appropriate support structures and mechanisms. | Workshops, bespoke course materials, formative & summative feedback and signposted support from central library and learning services. | • Independent guided study (with support from CAA learning services) | Assessed through a range of formative and summative assessments across the year including written and oral presentations and case studies. |

vii) Presentation of research findings

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Present findings in a clear and appropriate manner. | Bespoke course materials, feedback on formative pieces. | • Interactive questions and problem sets within workshops<br>• Group work/peer learning<br>• Independent guided study | Assessed through a range of formative and summative assessments across the year including written and oral presentations and case studies. |

**c) Transferable skills**

i) Verbal, written and digital communication

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Communicate information effectively using appropriate media, formats and language. | Workshops, bespoke course materials, formative & summative feedback and signposted support from central library and learning services. | • Independent guided study<br>• Group work/peer learning | Assessed through a range of formative and summative assessments across the year including written and oral presentations and case studies. |

ii) Numeracy

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Employ general numerical, mathematical and statistical skills | Workshops, bespoke course materials, formative & summative feedback and signposted support from central library and learning services. | • Interactive questions and problem sets within workshops | Assessed through a range of formative and summative assessments across the year including written and oral presentations and case studies.<br>• Core learning exercises<br>• End of semester tests/exams |

| | | | |
|---|---|---|---|
| Students should be able to:<br>Demonstrate the use of numerical techniques to support decision making processes. | Bespoke course materials and signposted support from central library and learning services. | • Independent guided study<br>• Course texts and other specially prepared resources<br>• Lectures, seminars, problem-solving classes<br>• Group work/peer learning<br>• Small group tutorials with formative feedback | Assessed through a range of formative and summative assessments across the year including written and oral presentations and case studies. |

iii) Self-reflection

| Intended Learning Outcome | Module Code | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|---|
| Students should be able to:<br>Reflect on their own performance identifying their own strengths and weaknesses | Succeeding at University and<br>Skills for your successful future | Workshops, bespoke course materials, formative & summative feedback and signposted support from central library and learning services. | • Reflective writing activities<br>• Independent guided study | Assessed through a range of formative and summative assessments across the year including written and oral presentations and case studies. |

iv) Problem solving

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Demonstrate an ability to derive and evaluate solutions to simple problems. | • Course texts and other specially prepared resources<br>• Lectures, seminars, problem-solving classes<br>• Small group tutorials<br>• Support sessions | • Interactive questions and problem sets within workshops<br>• Group work/peer learning<br>• Independent guided study | • Core learning exercises<br>• End of semester tests/exams |

v) Organisation and management

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|

| | | | |
|---|---|---|---|
| Students should be able to:<br>Apply time management skills to weekly studies and assessment deadlines. | Signposted support from central library and learning services.<br>• Course texts and other specially prepared resources<br>• Lectures, seminars, problem-solving classes<br>• Small group tutorials<br>• Support sessions | • Interactive questions and problem sets within workshops<br>• Group work/peer learning<br>• Independent guided study | Assessed through a range of formative and summative assessments across the year including written and oral presentations and case studies. |
| Students should be able to:<br>Prepare organised and ordered notes and summaries of information to aid understanding and revision. | • Course texts and other specially prepared resources<br>• Lectures, seminars, problem-solving classes<br>• Small group tutorials<br>• Support sessions | • Interactive questions and problem sets within workshops<br>• Group work/peer learning<br>• Independent guided study | Assessed through a range of formative and summative assessments across the year including written and oral presentations and case studies. |

vi) Teamwork

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|---|
| Students should be able to:<br>Work effectively as part of a group recognising the value of diverse views and opinions. | Workshops, bespoke course materials, formative & summative feedback and signposted support from central library and learning services. | • Interactive questions and problem sets within workshops<br>• Group work/peer learning<br>• Independent guided study | Assessed through a range of formative and summative assessments across the year including written and oral presentations and case studies. |

## 10. Progression points

This programme follows the standard Scheme of Progression set out in Senate Regulations – see the version of Senate Regulation 5 governing undergraduate programmes relevant to the year of entry.

The following additional progression requirements for this programme have been approved:
Progression from Year 0 to Year 1:**Progression requirements at first attempt**

After first attempt at an assessment, students who pass 120 credits with a mark of at least 40.00% and meet any specific subject requirements will progress automatically. Where students do not pass all modules at first attempt, the reassessment and compensation provisions below will apply.

**Progression requirements following reassessment**

Reassessment will ordinarily be offered on one occasion only. After re-assessment, students who pass 120 credits and meet any specific subject requirements will progress. Students who pass 105 credits with a mark of at least 40.00% and achieve a maximum of 15 credits with a mark between 30.00 and 39.99 may progress with a compensated pass, subject to achieving an overall credit-weighted average for the foundation year of 40.00%.

Students who fail to meet the programme progression requirements, including any requirements relating to compensation, reassessment, or credit attainment, will normally have their studies terminated. No repeat year opportunities on the student's original programme, or on alternative programmes incorporating the Foundation Year in Business, will be available for students who, without accepted mitigating circumstances, fail to meet the progression requirements for the programme.

Where a student has accepted mitigating circumstances that have affected their studies to a significant degree over the course of the year they may be awarded a repeat year, at the discretion of the Board of Examiners.

**Additional progression requirements for Economics programmes**

For students intending to study degrees in **Economics** (Economics, Business Economics, Economics and Accounting, Economics and Data Analysis, Financial Economics and Banking) the additional progression requirement is that both EC0010 Maths for Economics and Finance and EC0020 Economics and Finance Foundations must be passed with a minimum mark of 50%. For EC0010 and EC0020 the re-assessment mark will be capped at 50%.

A student who passes 120 credits, but fails to meet the additional modular progression requirements to proceed onto degrees in Economics after reassessment, may be offered a transfer to another course within the College of Business.

## a) Course transfers

Students on the foundation year programme can transfer between College of Business programmes following the successful completion of the foundation year.

Students wishing to progress onto degrees in **Economics** must successfully complete Maths for Economics and Finance and Economics and Finance Foundations.

## 11. Criteria for award and classification

This programme follows the standard scheme of undergraduate award and classification set out in Senate Regulations – see the version of *Senate Regulation 5 governing undergraduate programmes* relevant to the year of entry.

Students completing 120 credits of the Foundation Year in Business will successfully progress onto the first year of their undergraduate programme.

Students who do not meet the progression criteria will be required to withdraw from the programme.

A foundation certificate is available on request to any student who completes and passes all the modules for the Foundation Year but does not progress to the degree programme.

## 12. Special features- Research-inspired Education

**Students on this programme will advance through the four quadrants of the University of Leicester Research-inspired Education Framework as follows:**

| RiE Quadrant | Narrative |
|---|---|
| | The Business foundation year provides a clear foundation for students who wish to pursue a successful future as a business school student and as a business professional. The programme will equip students with the ability to solve problems and recognise the interdisciplinary nature of economics and business management. |
| **Research-briefed**<br>Bringing staff research content into the curriculum. | Research-briefed – Programme content is shaped and inspired by both established theoretical concepts and recent developments in research. Students will utilise case studies to develop their own understanding of key foundational notions. |
| **Research-based**<br>Framed enquiry for exploring existing knowledge. | Research-based – Students will be challenged to analyse various cases, scenarios and problems using the theories and methods they have learned. |
| **Research-oriented**<br>Students critique published research content and process. | Research-oriented – Students are equipped with tools and are required to evaluate their own and third-party content such as published academic research articles. |
| **Research-apprenticed**<br>Experiencing the research process and methods; building new knowledge. | Research-apprenticed – Students will undertake project-based research considering corporate problems and concerns. They will utilise generic skills and techniques to formulate unique solutions. |

**As part of studying at a research-intensive university, students on this programme have the following extra or co-curricular opportunities available to them to gain exposure to research culture:**

| |
|---|
| Research seminars and workshops are timetabled on a weekly basis across the College of Business and are accessible to all students within the College. These sessions focus not only on potential research outputs and working papers from academic staff within the College but also on the processes underpinning research and associated funding and dissemination of work. |

**Teaching on this programme will be research-informed (it draws consciously on systematic inquiry into the teaching and learning process itself) in the following way:**

| |
|---|
| All module leaders and teaching focused staff and members of not only their subject specific research group but also the College's Academy of Business Education and Practice. The Academy runs regular sessions including external speakers and workshops for reflection on teaching practices and sharing of best practice. The Academy also facilitates a reading group which provides an informal environment to discuss contemporary pedagogic issues.<br><br>The Academy underpins a teaching and learning research culture which provides staff with a clear platform to share and evaluate current and potential practice-based activities within the pedagogic sphere. |

## 13. Indications of programme quality

The teaching methodology for College of Business foundation year programme has been informed from established foundation year programmes within the university.

Academic success with student successful progression onto College of Business undergraduate degree programmes will also confirm the quality of the provision of the programme.

Many of the programmes to which students may progress from this foundation year carry professional accreditation. Please see the relevant programme specification for detail. Please note that the accreditation applies only to the degree to which a student progresses. The Business foundation year does not carry independent professional accreditation.

## 14. External Examiner(s) reports

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at exampapers@Leicester [log-in required].

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## Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

College of Business Foundation Year

**Level 3/Year 0 2025/26**

Credit breakdown

| Status | Year long | Semester 1 | Semester 2 |
|---|---|---|---|
| Core | 30 credits | 45 credits | 15 credits |
| Optional | n/a | n/a | 30 credits |

120 credits in total

Core modules

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| Semester 1 | MN0010 | Succeeding at University | 15 credits |
| Semester 1 | AF0010 | Introduction to the Business Environment | 15 credits |
| Semester 1 | AF0020 | Introduction to Accounting and Business Operations | 15 credits |
| Semester 2 | MN0020 | Skills for your successful future | 15 credits |
| Year long | AF0050 | Extended project | 30 credits |

**Notes**
n/a

Option modules

| Delivery period | Code | Title | Credits |
|---|---|---|---|
| Semester 2 | EC0010 | Maths for Economics and Finance | 15 credits |
| Semester 2 | EC0020 | Economic and Finance Foundations | 15 credits |
| Semester 2 | MK0010 | Marketing, Management and Communications for a digital world | 15 credits |
| Semester 2 | MK0020 | Personal branding, finance and legal foundations | 15 credits |

**Notes**

Students must pick two option modules in Semester 2. This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

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## Appendix 2: Module specifications

See undergraduate module specification database [log-in required] (Note - modules are organized by year of delivery).