

## PROGRAMME SPECIFICATION

<b>Awarding body/institution</b>	Glyndŵr University
<b>Teaching institution</b> (if different from above)	
<b>Details of accreditation by a professional, statutory or regulatory body</b>	None
<b>What type of accreditation does this programme lead to?</b>	N/A
<b>Is accreditation in some way dependent on choices made by students?</b>	N/A
<b>Final award/s available</b> eg BSc/DipHE/CertHE	FdA Business Management with Marketing Certificate of HE in Business Management
<b>Award title</b>	Business Management with Marketing
<b>JACS 2 code</b>	N100
<b>UCAS code</b>	N2N5
<b>Relevant QAA subject benchmark statement/s</b>	Foundation Degrees General Business and Management Degrees
<b>Other external and internal reference points used to inform the programme outcomes</b>	3 Sector Skills Councils (SSC) – Skillsmart Retail, Financial Services National Occupational Standards (NOS) for Leadership and Management Requirements of the Chartered Management Institute (CMI)
<b>Mode/s of study</b>	Full-time
<b>Language of study</b>	English
<b>Date at which the programme specification was written or revised</b>	Updated September 2012
<b>Criteria for admission to the programme</b>	
The entry requirements for the programme remain in accordance with Glyndŵr University's	

access policy which affords a wide range of options whilst seeking to ensure that any student accepted on a programme is able to benefit from, and contribute to, the learning activities it provides.

Eligibility of entry to the programmes is based on a variety of qualifications, but many students enter with points gained from the new qualification tariff.

The minimum entry requirements for Level 4 are:

GCSE passes at Grade C in English or Welsh and Mathematics, or key skills in communication and numeracy at level 2;

In addition one of the following is normally required:

A minimum of 120 points including 1 A level or equivalent;  
Equivalent qualifications from an overseas country;

or appropriate work experience for applicants who do not possess the standard qualification requirements. Such applicants will be interviewed and considered on an individual basis.

In addition to the academic entry requirements, overseas students require a TOEFL score of 550 (paper), or an IELTS score of 6.0 (with no sub-part less than 5.5): this should have been achieved within the two years prior to application. Good English is essential for success on the programme.

### **Aims of the programme**

- To provide a firm basis of knowledge and skills in marketing and business management subjects;
- To develop an understanding of the importance of marketing as a key tool within management;
- To provide a comprehensive knowledge and understanding of the development and operation of markets for resources, goods and services;
- To provide students with a pro-active approach in their relations with customer expectations, service and orientation;
- To offer career opportunities associated with the growing marketing profession; as well as in general business management;
- To offer the potential for progression to the Chartered Institute of Marketing (CIM) professional body qualifications.

### **Distinctive features of the programme**

The FdA Business Management with Marketing provides specialist knowledge in marketing together with a broad knowledge of business and management. Studying this course would prepare students for employment within the marketing departments of businesses and would be prepared for roles where they had direct contact with customers. Since the course has a business management core of modules then students would also have similar opportunities as those studying the Business Management Foundation Degree. Students who successfully complete the Foundation Degree in Business Management with Marketing may progress to level 6 of the BA (Honours) Business Marketing programme.

**Programme structures and requirements, levels, modules, credits and awards**

**Year 1 (level 4)**

<b>Sem 1</b>	Business Context (20c)	Marketing Principles and Business Practice (20c)	Academic and Personal Development (20c)
<b>Sem 2</b>	Managing Financial and Statistical Data (20c)	People Management and Organisational Behaviour (20c)	
<b>Summer</b>	Work based Development Skills (20c)		

**Year 2 (level 5)**

<b>Sem 1</b>	Marketing Planning and Control (20c)	Human Resource Management (20c)	Managing Finance and Information (20c)
<b>Sem 2</b>	Delivering Customer Value (20c)	Option (20c)	
<b>Summer</b>	Work based Project (20 c)		

## Intended learning outcomes of the programme

### Knowledge and understanding

		<b>Level 4 Cert. HE</b>	<b>Level 5 Foundation Degree</b>
<b>A1</b>	<b>Organisations</b>	An understanding of the internal aspects, functions and processes of organisations	An appreciation of the internal aspects, functions and processes of organisations
<b>A2</b>	<b>Environment</b>	An understanding of the external environment and its effects at local, national and international level on organisations	A critical appreciation of the external environment and its effects at local, national and international level on organisations
<b>A3</b>	<b>Management</b>	An awareness of the processes, procedures and practices for effective management within organisations	A critical awareness of the processes, procedures and practices for effective management within

### Skills and other attributes

#### **B Intellectual Skills**

		<b>Level 4 Cert. HE</b>	<b>Level 5 Foundation Degree</b>
<b>B1</b>	<b>Application</b>	Carries out rote application of basic business principles and practices to standard, simple situations, with considerable guidance provided by Tutors.	Applies standard business principles and practices to somewhat more demanding situations, still with some guidance provided.
<b>B2</b>	<b>Analysis</b>	Based on classifications presented by tutors, demonstrates some ability to analyse case study examples with the help of detailed guidance from tutors.	Demonstrates increasing ability to apply theoretical concepts and analyse relatively simple situations, still with some guidance provided.

<b>B3</b>	<b>Synthesis</b>	Systematically relates a limited number of facts/ideas/elements in an imitative manner, with considerable guidance provided by tutors.	Demonstrates appreciation of need for the relating and collecting of a range of ideas in an argued case; produces new ideas in closely-defined situations, with some guidance provided as appropriate.
<b>B4</b>	<b>Evaluation</b>	Starts to form own value judgements of business problems. based on criteria provided, albeit very reliant on tutors' evaluative opinions.	Starts to develop own criteria and develops ability to form independent judgements, although still dependent on guidance from tutors.

### **C Subject Skills**

		<b>Level 4 Cert. HE</b>	<b>Level 5 Foundation Degree</b>
<b>C1</b>	<b>Customers and markets</b>	Awareness of the basic principles and practices of marketing, appreciating the strengths, weaknesses and the skills needed to use them effectively.	<p>Ability to plan and control a marketing plan within a business, ensuring effective and efficient management of the operation.</p> <p>Understands the service expectations of customers.</p> <p>Ability to identify an organisation's needs using market research and critically analyse the results.</p> <p>Ability to plan marketing programmes effectively and efficiently using appropriate project management tools.</p>
<b>C2</b>	<b>Finance</b>	Demonstrates an understanding of how to process data and how finance is managed within an organisation.	Understands and applies various management accounting techniques in a decision making context
<b>C3</b>	<b>People and operations</b>	Appreciates the skills, processes and functions of management.	Understands and critically reviews the function and activities of management and human resource management within an organisation.

<b>C4</b>	<b>ICT and information systems</b>	Demonstrates skills in IT (Word processing, spreadsheets, powerpoint and web page creation)	Further develop IT skills and understand the nature of business information systems, including use of databases, legal aspects and the impact of e-business.
<b>C5</b>	<b>Business Policy and strategy</b>	Understands the need for business policy within an organisation	Appreciates the challenges managers face within organisations
<b>C6</b>	<b>Pervasive Issues</b>	Appreciates the impact of external factors on business with reference to the elements of the PESTLE model	Understand and appreciate business creativity and enterprise within an organisation.

#### **D Practical, Professional and Employability Skills**

		<b>Level 4 Cert. HE</b>	<b>Level 5 Foundation Degree</b>
<b>D1</b>	<b>Communication and Presentation Skills</b>	Communicates in a clear and concise way, in writing and orally, in particular written communication demonstrates competence in business writing.	Communicates in a clear, systematic and concise way, in writing and orally, in more formal academic and professional styles, and in longer pieces of business writing.
<b>D2</b>	<b>Numeracy</b>	Demonstrates basic numeracy and algebraic competence; ability to manipulate data related to simple business problems.	Demonstrates more advanced standard numerical/mathematical skills as appropriate to their chosen specialist subject.
<b>D3</b>	<b>IT Skills</b>	Demonstrates basic use of the elements of Microsoft office; Word, Excel and PowerPoint.  Demonstrates basic skill in using the Internet and designing web pages.  Accesses data and information from University and World-Wide-Web resources.	Demonstrates more advanced IT skills;  Demonstrates competent use and application of business databases, additional specialist subject packages and produce reports to business standard.  Use of online databases effectively to gain information.

<b>D4</b>	<b>Learning Skills</b>	Studies in a systematic, directed way with the aid of appropriate tutor guidance.	Learns in an increasingly effective and purposeful way, with beginnings of development as an autonomous learner.
<b>D5</b>	<b>Interactive and Group Skills</b>	Interacts effectively with tutors and fellow students; participates in clearly defined group situations.	Demonstrates more advanced interactive and group skills, including effective participation in more demanding group tasks, including a group project.
<b>D6</b>	<b>Problem-Solving</b>	Applies basic theory and methods to simple business problems, with the help of detailed guidance from tutors.	Applies given theory and methods accurately and carefully to more demanding business problems still with some guidance.

Curriculum matrix demonstrating where the learning outcomes will be achieved across the programme																				
Level 4		<i>Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills</i>																		
Module Title	Core/ Opt	A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
People Management and Org. Behaviour	Core	*		*	*						*		*		*			*		
Business Context	Core	*	*		*	*	*	*			*		*	*	*				*	*
Academic and Personal Development	Core											*			*	*	*	*	*	
Managing Financial and Statistical Data	Core	*		*	*	*	*	*	*	*		*			*	*	*			*
Marketing Principles and	Core	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

<i>Business Practice</i>																				
<i>Work based Development Skills</i>	Core	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>Level 5</b>		<i>Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills</i>																		
<b>Module Title</b>	<b>Core/ Opt</b>	<b>A1</b>	<b>A2</b>	<b>A3</b>	<b>B1</b>	<b>B2</b>	<b>B3</b>	<b>B4</b>	<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>C5</b>	<b>C6</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>	<b>D5</b>	<b>D6</b>
<i>Marketing Planning, Mgmt and Control</i>	Core	*	*	*	*	*	*	*	*			*		*	*	*	*	*		*
<i>Human Resource Management</i>	Core	*		*	*	*					*		*		*			*	*	*
<i>Managing Finance and Information</i>	Core	*	*	*	*	*	*	*		*		*	*	*	*	*	*	*	*	*
<i>Work based Project</i>	Core	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<i>Financial Accounting</i>	Opt	*			*	*	*	*		*		*	*		*	*	*	*		*
<i>Business Taxation</i>	Opt	*	*	*	*	*	*	*		*			*	*	*	*		*		*
<i>Delivering Customer Value</i>	Opt	*	*		*	*			*	*		*			*	*	*	*		*
<i>Leadership and Development</i>	Opt	*	*	*	*	*					*		*	*	*			*	*	*
<i>Employment Law</i>	Opt	*	*	*	*	*	*				*		*	*	*			*		*
<i>Globalisation</i>	Opt	*	*	*	*	*	*		*	*			*	*	*	*		*	*	*



<i>and International Business</i>																				
<i>Project Management</i>	<i>Opt</i>	*	*	*	*	*	*	*		*	*	*			*	*	*	*	*	*
<i>Principles &amp; Practice of Festival and Events Management</i>	<i>Opt</i>	*	*	*	*	*	*		*	*	*		*	*	*			*	*	*
<i>Entrepreneurship</i>	<i>Opt</i>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<i>Negotiated Learning 2</i>	<i>Opt</i>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<i>Negotiated Learning 2A (10 credits)</i>	<i>Opt</i>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

## **Learning and teaching strategies used to enable outcomes to be achieved and demonstrated**

The programmes have been designed to meet the five teaching and learning priorities which had been identified in the university's strategic priorities in 2007 and the Department Learning and Teaching strategy which was updated in January 2009.

The underlying objective of the learning and teaching strategy is the acquisition and application of knowledge and skills, set in its vocational context, within a framework of subjects which contribute to business management or events management. The approach is student-centred, and as students progress through the stages of the programme there is an increasing emphasis on independent learning and directed study being increasingly supplemented by self-directed learning. Additional support is provided by remote access to the virtual learning environment (VLE: Moodle) and students are encouraged to undertake independent reading and make use of on-line materials and data bases to supplement information in key texts and broaden their individual knowledge and understanding of the subject.

A number of approaches to learning and teaching are adopted: learners are initially oriented towards the acquisition of knowledge and understanding and thereafter progress to its interpretation, evaluation and application in a vocationally relevant context. In the early stages of the course core material is acquired through lectures, tutorials, workshops and laboratory classes. More advanced knowledge and understanding is acquired through these learning approaches and through guest lecturers, the use of the VLE to provide access to 'stretching' materials, case studies, group projects, company based projects and assessments and live work based and event projects.

The development of intellectual and cognitive skills is an integral part of the learning and teaching strategy. All modules, irrespective of content or delivery format encourage students to become involved in learning and teaching: to an increasing extent as stages advance, they involve the discussion of key issues; practising and applying concepts both orally and in writing, analysis and interpretation of material, and individual feedback for students on work produced.

Practical skills are developed through a variety of approaches such as workshop exercises, computer workshops, student-led seminars, individual and group presentations and assessments, independent learning exercises and work-related activities. Students will also attain practical skills, specific to the industry by working within individually and within teams. Research skills are developed within the programme. All students receive initial guidance on how to identify, locate and use material available in libraries, through the internet and elsewhere. Those students in employment are asked to reflect on and share their vocational knowledge and a general emphasis is placed on the contextualisation of the issues facing businesses.

Generic skills are developed within all modules, although some focus more particularly on numerical and/or IT skills. All require the production of written work and regular discussion takes place with students in order to develop both their understanding of topics, and also their powers of expression. The abilities to self appraise, reflect on practice and to plan and manage learning skills are developed through the management of time to meet the various deadlines for the submission of coursework, vocationally focused class discussion, the content of assessments which ask for contextualisation and reflection, and through PDP interviews and planning.

Communication and group skills are developed in lectures and tutorials that rely on discussion and interaction, and where students give presentations (either individually or in groups). Problem solving is addressed in class activities such as case studies and through the assignment programme, and through the application of theory in the context of students' workplaces. Numerical techniques are developed within modules as is the use of IT; which is also implicit in the research for and presentation of assessments. The increasing emphasis on students taking responsibility for their own learning as their programme develops ensures active participation in information collection and selection, career path development, curriculum choice and problem solving activities. The presentation of work is expected to be of a professional standard

**Work-based Learning (WBL)** is a major characteristic of all foundation degrees and 20 credit modules are included at each level of the programme, usually completed over the summer period. At level 4 the module: 'Work based Development Skills' will involve the students developing their skills in the work place and these will be evidenced with a portfolio of tasks and a reflective log.

At level 5 the module: 'Work based Project' will involve the students working on a research project in the work place and are independent learning modules which form the final part of the programmes.

The WBL element will provide learning of sufficient duration for the student to be able to demonstrate capability against specific outcomes that are set at the appropriate level. These will be defined in learning outcomes to the practitioner-led, work-related modules delivered within Glyndŵr University and will enhance the learning experience of the students. These will focus on technical skills, vocationally relevant knowledge as well as personal and interpersonal skills.

These modules require the student to undertake a period of work experience, which is organised by the student in liaison with the module tutor. The students are required to develop a 'learning contract' with the module tutor and host organisation, which clarifies the professional and vocational skills and knowledge that the student will be seeking to develop through the work experience, and which specifies the learning support required, the assessment structure and the timescale for completion.

To be effective the WBL should also contribute to the business objectives of the employer. This process involves the development of higher-level learning within both the university and the workplace. The effectiveness of this element requires the identification and achievement of defined and related learning outcomes. Working is in itself not sufficient, but it should be recognised as a two-way process, where learning in one environment is applied in the other and vice-versa.

The work experience period provides the core materials for assessment. The nature and length of the work experience will be different for each student; it may include work over short or long periods, full or part time. Tutorial support is provided at regular intervals. The assessment will be based upon an action plan incorporating aspects of project management, preparation of a portfolio of evidence and reflective commentary from the student. Work experience may begin in either semester two, or during the summer break.

In advance of the work based learning modules students are provided with a work based learning handbook as well as an induction to the process. Students are allocated a personal supervisor who guides their independent study, offering support in relation to the processes involved. It begins with a block of formal input followed by students working on their independent projects, with the support of their supervisor; contact is maintained via e-mail,

student visits to the tutor, or site visits by the tutor.

The choice of employer and work-based learning (WBL) topic ultimately lies with the student. The module tutor will give advice and provide support, and the employer will be required to give authorisation and provide support.

Most part-time students are already in full-time employment and will carry-out their WBL in this organisation. Most full-time students have part-time work and this will normally be the context of their WBL. Although students may not always be employed in intellectually demanding jobs, it is usually possible to develop a research project at the correct level which will be useful in the work place. The appropriateness and level of the research project must be approved by the supervisor from Glyndŵr University.

Where a student is not in full or part-time work then possible alternatives are part of the list below.

- Full or part-time paid employment
- Summer work placement e.g. Go Wales
- Working for a Voluntary organisation with WBL involving a business topic
- Working for a Club or society with WBL involving a business topic
- Working at Glyndŵr University on a live festival or event

### **Employer's Responsibilities**

- To be in overall responsibility for the student undertaking employment or WBL on their premises;
- To provide/arrange for, in accordance with the health and safety at Work Act, a safe and healthy working environment;
- To ensure that equal opportunities legislation and requirements are adhered to;
- To provide the experience, facilities and training necessary to achieve the WBL outcomes specified by the learning agreement;
- To provide the necessary orientation, training, and precautionary safety instruction in the performance of position duties and responsibilities;
- To provide the student with regular feedback and appraisal of performance;
- To notify the programme leader of any problems relating to the student's performance.

### **Glyndŵr University's Responsibilities**

- To ensure that the employer provides a safe and working environment for the student as part of its operating agreement
- To ensure equal opportunities regulations are adhered to
- To maintain regular contact with the employer and student undertaking WBL
- To provide support and training as appropriate for employers in areas of induction,

mentoring and assessment of students

- To assess the student to ensure standards are met

### **Student's Responsibilities**

- To comply with the rules, regulations, and normal requirements of the employer's organisation, including timekeeping, codes of behaviour, confidentiality and dress
- To perform those tasks assigned by the WBL supervisor/mentor which are related to the learning objectives identified in the learning agreement
- To seek regular feedback on performance within the workplace and reflect on their placement learning experience
- To notify Glyndŵr University of any changes needed to the learning agreement or of any problems that may develop during the placement

### **Welsh Medium**

In line with the University's Welsh Language policy, students will have the opportunity to submit assessments in Welsh.

### **Assessment strategy used to enable outcomes to be achieved and demonstrated**

Assessment throughout the programme is both formative and summative and is designed to encourage 'deep' rather than superficial learning. Coursework is used throughout the programme and knowledge and understanding are tested through essays, individual and group reports, case studies, individual and group presentations, poster presentations, portfolios of work, reflective logs, in many cases these may be located in the context of the students' own places of work or related to a 'live' event.

Assessment of cognitive and intellectual skills occurs through coursework and the use of case studies, work related and 'live' assessment provides opportunities for students to demonstrate the application of cognitive skills in the work environment. The production of coherent written and oral responses either to problems or tasks set, and within group discussions and oral presentations allows demonstration that the key intellectual processes have been understood.

The assessment of practical skills is tested within coursework and assignments, which whilst predominately written will include alternative formats such as presentations, role-play, posters, and event planning. A feature of many assessments will be the requirement for students to reflect on their experience and in their workplace.

Generic skills encompass communication, IT, numerical and problem –solving, interpersonal and group skills, self-appraise and reflection and the ability to plan and manage learning. The variety of assessment formats (for example, the planning for and presentation of individual and group assessed presentations; in the research for, and writing of written assessments; and evaluation of work before it is presented and the use of and reflection on feedback) enables transferable skills to be developed and assessed in a number of contexts.

As far as possible, the assignment schedule will be designed to enable students to work on assignment work when there are no lectures scheduled. At this time, support for assignments will be available from tutors as an alternative to lectures.

### **Assessment regulations that apply to the programme**

The programme will conform to the University regulations for Bachelor Degree, Diplomas and Certificates and Foundation Degrees.

### **Programme Management**

#### **Programme Team**

BA Programme Leader – Neil Pritchard  
FdA Programme Leader – Jeff Pugh  
HNC Programme Leader – Jan Green  
Ben Binsardi  
Chris Burgess  
Leslie Davies  
Mike Green  
Brian Jones  
Bethan Lloyd Jones  
Sandra King  
John Mortimer

The Business Degree Programme, Foundation Degree Programme and the HNC Programme are each managed by programme leaders together with other year tutors as additional support.

The principal responsibilities of the Programme Leader are:

- coordination of programme team meetings;
- oversight of administration;
- production of programme handbook;
- communication with the External Examiner;
- liaising with the School for Undergraduate Studies Office, and Student Data Services in respect of registrations and results.

The Programme Leader coordinates a number of key activities within the student's academic cycle in conjunction with the Year Tutors for the programme. This includes induction, the staff student consultative committee and monitoring the tracking of subject routes as the students progress through the levels of the programmes.

The year tutors are responsible for the day-to-day organisation of the programme for each level. There is a dedicated tutor for the part-time degree route. The tutors ensure that students receive all the documentation they require at the beginning of each semester, and this includes information on timetables, assignment schedules, assignment receipt card and Moodle instructions. The role also involves monitoring of student progress throughout the academic year, especially during and following assessment boards.

Each module is assigned a module tutor who is responsible for the planning and delivering

of the learning programme. The module tutor provides students with a module guide which details the module specification, a scheme of work, guided reading and the relevant assignments to complete the module. The module tutor is responsible for returning marked assignments with appropriate feedback within three weeks of the submission date.

Student representatives are elected for each level of the full-time programme and for each year of the part-time programme. The programme leaders and year tutors meet the student representatives at intervals during the academic year in order to discuss any course related issues. These arrangements work well and students are provided with further information through the use of Moodle.

### **Resource Management**

Overall management of staffing and resources for the programme is undertaken by the Academic Head and the Department Management Team. Module choices for students are organised by the programme leader, and the scheduling of suitable modules on the full and part time degree is then managed to ensure that the programme portfolio is resource efficient, while providing students with suitable choice.

### **Quality Management**

There are a number of mechanisms leading to quality enhancement and the maintenance of academic and professional standards. This has been confirmed through consistently positive feedback from external examiners.

All assessments are peer reviewed for consistency of standard and layout before issue to students. The end of module assessment is sent to the external examiner who is given the opportunity to comment on any amendments.

A sample of student assessments for each module is double marked by a tutor in the same subject area in order to ensure the correct standard of marking. Samples of marked assessments are then sent to the External Examiner for further scrutiny. All stages of peer review and double marking are recorded on a proforma for each module.

Issues relating to developments or changes to the programme are discussed at the regular meetings of the programme team. At the end of the academic year the programme team meets to discuss programme review and evaluation. This meeting aims to critically discuss the events of the whole year and assess areas of good practice as well as identify problem areas which need resolving. As a result of this meeting the Annual Monitoring Report (AMR) is constructed with an action plan for implementation during the forthcoming academic year.

External Examiners' reports are also considered by the programme team and issues raised are often included in the action plan. A response is sent to the External Examiner's report.

The use of student feedback through Student Perception of Module (SPOMS) and Student Perception of Programmes (SPOPS) is also discussed at annual monitoring and incorporated into the report.

The AMRs of all programmes within the Department are discussed at a Subject Board and are reviewed through the University's committee structure. The Subject Board manages the academic quality and standards for the Department.

Peer observation takes place during the academic year sharing good practice between members of the academic staff.

## **Staffing Resources**

Administrative support for all the courses within the Department is managed within the School for Undergraduate Studies Office and there is dedicated support for the Business Degree, Foundation Degree and HNC Programmes from members of the office staff. The support includes the coordination of admissions and assessment documentation, taking minutes at meetings and assessment boards, collation of results and responding to enquiries for course information.

The Department currently employs fifteen full-time academic staff, most of whom are involved in the delivery of the Undergraduate Programme. In addition a large proportion of staff also delivers to professional and postgraduate programmes. Thus the undergraduate programmes benefit from this higher level of expertise and subject knowledge, especially familiarity with up to date research and professional body requirements. In addition, there is a small number of part-time staff.

The team continues to ensure that the programme is underpinned by appropriate professional and academic contacts. More than half of the team are members of the Higher Education Academy and maintain regular engagement with the academy subject centre, Business, Management and Finance. Staff members are actively engaged in research and attend conferences, as well as presenting at conferences and publishing in peer reviewed journals. Consultancy activities, research seminars and Knowledge Transfer Partnerships (KTPs) ensure that tutors maintain regular contact with local businesses. Staff who are members of professional bodies are required to attend regular training events to ensure the currency of the qualifications delivered within the Department. All of these staff deliver modules on the undergraduate programme and the team are conscious that this external activity ensures currency and awareness in the field. This underpins the curriculum with current business knowledge.

## **Particular support for learning**

The PDP process embedded within modules of the programme provide the opportunity for each student to have individual appointments with their tutors to discuss their personal, academic and career development.

A system of Peer Supporters was introduced in 2007 to provide additional support to the new first year students and also to the new students entering at year three. The most successful use of the peer supporters has taken place with International students where the peer supporter is of the same nationality.

A recent initiative has involved some of the full time students in a research project with twelve other universities to improve 'Learning Power'. The ELLI (Effective Life Long Learning) Project has raised awareness of the seven dimensions of learning, which has prompted the students to reflect on areas for their own personal development.

The staffrooms and administrative office are currently accommodated conveniently in one section of the college. This provides an easily identifiable area for students to access the necessary help and support they may require.

Many of the modules on the programme are delivered in lecture theatres which have electronically equipped facilities, although further computer and projector facilities are needed for many of the smaller class rooms. Although there are no IT laboratories dedicated to the Department, the recently refurbished IT laboratories provide high quality



teaching provision for Business students.

The Student Village provides safe accommodation for the increasing number of European and International students on the programme and campus facilities include the library sports centre and student services.

### **Equality and Diversity**

The programme team is committed to the needs of university stakeholders and to the recruitment of non-traditional students. Thus the student intake is likely to contain students who have a range of diverse needs either in terms of disabilities, illness, language, their family circumstances or work commitments. In accordance with our legislative obligations every effort is made to facilitate students with disabilities by arranging extra time or special facilities for assessments. The Department also has its own Disability Coordinator to offer advice and complement the University's provision.