

PROGRAMME SPECIFICATION

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|--|--|
| Awarding body/institution | Glyndŵr University |
| Teaching institution | NPTC Group |
| Details of accreditation by a professional, statutory or regulatory body | None |
| Final award/s available | BA (Hons) Business Management and IT BA (Ordinary) Business Management and IT Diploma of Higher Education in Business Management and IT Certificate of Higher Education in Business Management and IT |
| Award title | BA (Hons) Business Management and IT |
| UCAS code | NG14 |
| Relevant QAA subject benchmark statement/s | Business and Management Computing |
| Other external and internal reference points used to inform the programme outcomes | |
| Mode/s of study | Full time – NPTC Group, Brecon Beacons Campus |
| Language of study | English |
| Date at which the programme specification was approved, please include original approval date and dates of any revisions | September 2015 |
| Criteria for admission to the programme | |
| <p>Entry requirements are in accordance with the University regulations.</p> <p>For the Honours degree programmes, the entry requirements are:</p> <ul style="list-style-type: none"> ▪ GCSE passes at Grade C in English or Welsh First Language and Mathematics, or key/essential skills in communication and application of number at level 2. ▪ A minimum of 240 UCAS points at A level or equivalent. ▪ Equivalent qualifications from an overseas country. ▪ Or, appropriate work experience for mature applicants, who will be interviewed. | |

In addition to the academic entry requirements, overseas students require a UKVI Approved Secure English Language Test (SELT) achieving an overall score of 6.0 with no component below 5.5. If arranging a test, applicants must ensure they book an 'IELTS for UKVI' test. For further information see: <http://takeielts.britishcouncil.org/ielts-ukvi/book-ielts-ukvi>. Applicants are asked to note that only an IELTS for UKVI test result will be accepted.

Applicants, who do not meet the criteria above, will be assessed on an individual basis according to the following process. The applicant is interviewed by the NPTC programme Leader (HE Co-ordinator at NPTC) or another suitable team member. The interviewer will be seeking evidence that the applicant has: an appetite for learning and personal development; demonstrated in their past a degree of motivation and enthusiasm to reach a specific goal; a broad interest in the world of business and an ability to think critically about themselves and their environment. If the interviewer is satisfied that the applicant satisfies these criteria then an offer will be made. Alternatively, if the academic feels that more evidence is required then they can request that the applicant completes a 500 word written essay, in their own time, on a current topic related to business. The applicant may choose to write this essay according to an agreed deadline. Once received, the interviewer should make a final judgement on whether to make the applicant an offer.

Aims of the programme

Today's graduates face unprecedented challenges in respect of employability and career development. The economic consequences of the recent double dip recession, the sharp increase in graduate competition and the changing nature of workplace jobs has impacted negatively upon the prospects following the attainment of a University education.

It is perhaps for these reasons that the popularity of Business related degrees has increased so significantly over recent years. According to UCAS figures, domestic Business applications have risen 17% from 2008 to 2013 alone. The subject of Business and Administrative Studies is now the second most popular subject area in the UK (based on applications), behind only 'Subjects Allied to Medicine'. It could be argued that students view a Business related degree as an attractive option in which to maximise the chances of securing future employment.

In this context the Degree suite based at the NPTC Group has a mantra of "A Degree on your Doorstep" and it is this strapline that provides an attractive proposition for future students based at the Brecon Beacons Campus.

This context has heavily influenced the re-validation of our undergraduate suite of programmes. Due to the rising popularity of Business and Information Technology as an area of study, high priority must be placed on ensuring that students are well prepared to deliver value for a prospective employer beyond graduation.

Therefore our new undergraduate programme has the following aims -

- Prepare students to make a contribution in local, regional, national and international business and IT contexts;

- Develop students' generalist and specialist knowledge and understanding of organisations, the way in which they are managed and the changing external environment in which they operate;
- Develop an appreciation that social, ethical and moral considerations are part of the management decision-making process;
- Develop a knowledge and understanding of business and IT principles and practices and the ability to apply these to the solution of work-based problems;
- Deliver high quality teaching and learning experiences to students informed by staff scholarship, professional experience and by recent developments in learning and/or the subject;
- Provide students with the competence to undertake business or IT projects on an individual basis with minimal supervision or further training.
- Provide students with an awareness of the roles and responsibilities of a professional working within the business and IT profession.
- Promote a student-centred learning environment which encourages students to take responsibility for their learning at an appropriate level and to reach their full potential.

Distinctive features of the programme

The BA (Hons) Business Management and IT programme allows learners to develop a foundation of key transferable skills to put to use in the workplace.

The range of modules offered will develop key personal and professional skills which will help them to formulate, evaluate and recommend solutions to business and IT problems, take responsibility and initiative in projects, develop information technology skills and communicate effectively. The focus of this degree is to provide a combination of practical skills and academic knowledge to develop an effective manager in Business or IT.

The business modules offer coverage of the main areas required of a manager: finance, HR, marketing, leadership and management. The three year covers a variety of business modules and these are interlinked with professional issues and ethics. The IT modules cover the softer side of computing allowing learners to develop their understanding of the IT world from the business point of view giving them the skills to improve the efficiency and operation of business IT systems.

At the NPTC Group, Brecon Beacons Campus there will be a warm, professional and friendly welcome by a staff team who are one hundred percent committed to helping students to achieve their ambitions. The study is in an environment that is adult and purposeful and characterised by a genuine sense of mutual respect. Tutors will provide advice and guidance on all aspects of the course and direct students towards other services such as careers information or financial support if required. There are many opportunities for students to take part in additional activities through the Students' Association and some frequently play a major part in local charity, sports, recreational and cultural activities.

Learning and Teaching Strategy

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 IT. 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 (Moodle) and students are encouraged to undertake independent reading and make selective use of on-line materials including e-books, Moodle, YouTube and data bases to supplement information in key texts and broaden their individual knowledge and understanding of the subject.

In addition, due to the vocational context of the College environment all Lecturing staff have an industrial and commercial background and can be considered leading edge practitioners who have brought this industrial experience to the academic environment.

The programme is founded upon the following critical factors that make the modules distinctive and add value to the overall student experience;

1. Leading-edge Content for Future Business Professionals

The world of business is ever changing and our curriculum has changed to reflect latest thinking. A good example of this is that we have firmed up our delivery of Business mainstays by introducing key subject areas such as Economics and the History of Business Strategic Marketing and appropriate IT modules to back up the leading edged business thinking.

The result is a curriculum that combines rigour and credibility with innovation and market-led differentiation.

2. Flexible Study Options

We recognise that all students have different study needs and demands on their time and this is reflected in their appetite for degree completion. Therefore at the Brecon campus we offer students a flexible approach to tutorials and lectures where the numbers are smaller than normal University cohorts and therefore offer a more student orientated support system.

3. Focus on Real Life Business Experience

If we are to lay claim to providing future employers with recruits that are “workplace-ready” then we need to build a level of real-life experience into their schedule. We have achieved this in two ways. Firstly, Most students who attend the Degree course at Brecon have work experience as they are a more mature cohort than traditional entrants to university, this brings a richness to the lectures. Secondly, we have endeavoured to build project work into a number of our degrees modules and as a result there is a strong emphasis on team work as well as self-study.

Practical skills are developed through a variety of approaches such as 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 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. As the degree generally attracts learners in employment due to its attractive timetabling and these learners are able to reflect on and share their vocational knowledge and a general emphasis is placed on the contextualisation of the issues facing businesses.

4. Use of Business Experts in Module Delivery

Glyndwr University and the NPTC group have prioritised sourcing and recruiting leading business, local and national government practitioners to support the delivery of modules in the role of guest speakers. For example, the local Member of Parliament and leaders of the political parties in Wales are key guest speakers who give the students a detailed insight into government strategy and policy making.

Professional individuals from organisations such as the Mid-Wales Manufacturing Group also provide insights into the needs and wants of local Mid-Wales industries.

5. Blended Learning Style

We propose to deliver our Business and IT programme on the model adopted by the GU Business school in their recent re-validation. This requires making use of digital lectures, wherever possible, to back up traditional classroom events.

Those classes are then more tutorial focused using learning strategies such as case studies, facilitative discussion, example practice and group work to embed learning. This provides a richer student experience since they have the opportunity to replay lectures or absorb the knowledge transfer as part of their work-life balance. Lectures can also be re-visited throughout the duration of the module. Further, the greater opportunity for reflection between lecturer and tutorial has the potential to enhance the learning experience through more advanced progression of understanding.

The composition and style of each digital lecture will vary according to the subject being taught, current emphasis will mainly be directed to the Business modules within the programme however there are key IT modules where blended learning technique can be utilised.

At NPTC academic staff (HE and FE) are currently enrolled on a staff development programme which focuses on the use of digital techniques for learning and key focus on blended learning techniques and the use of the “Flipped classroom”.

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.

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 Personal Development Planning (PDP) interviews and planning.

At NPTC, development of language skills of students who undertake programmes is recognised and the college regularly runs programmes to improve Welsh language skills. It is anticipated that the learners whose first language is not Welsh, or who wish to improve their Welsh skills (either an improver or a new learner) can enrol on units such as Siarad - Manylion Personol (Sylfaen) and Welsh in a Bilingual Society.

6. Embracing Modern Assessment Methods

In the professional workplace, individuals are expected to communicate in a variety of ways. This can include writing management reports, delivering visual presentations and having in depth one-to-one meetings. As part of our commitment to preparing our graduates for the professional workplace, we recognise the need to provide a variety of assessment methods that retain academic rigour, but also offer students opportunities to develop themselves in a variety of ways. Consequently, students will be assessed by methods such as traditional exam, oral exam, case study evaluation, presentation, blog writing and management report writing.

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

The BA (Hons) Business Management and IT Degree replaces our previous degree with a change of modules to reflect the re-validation process at Wrexham for the Business and Computing programmes.

A more contemporary approach to business education is reflected in the modules that are now available. This begins with a historical and future trending examination of the subject in the module "Business: Past, Present and Future" and continues with the other modules being introduced. New topics such as Economics provide additional academic rigour.

With this degree, students will be able to enter the workplace with a tremendous breadth of knowledge, not only of Business subject areas but an in-depth understanding of how Information Technology can shape business strategy.

The IT modules have also changed to reflect the more futuristic approach to computing adopted in the Wrexham based Computing Degrees. The modules reflect modern Information Technology methods but are chosen to complement the contemporary business approach, giving graduates a rounded Business and Information Technology experience.

Programme Leader: Rob Flower (NPTC Group)

Module Breakdown for BA (Hons) Business and IT

| Level | Module Code | Module | Trimester | Module leader (s) |
|-------------------|-------------|--|-----------|--|
| LEVEL FOUR | | | | |
| 4 | BUS428 | Business: Past, Present and Future | 1 | GU Chris Jones NPTC Rob Flower |
| 4 | BUS429 | Business Communication Skills for Marketing | 1 | GU Gareth Harvey NPTC Penny Waters |
| 4 | BUS430 | Economics | 2 | GU Anna Sung NPTC Mark Hughes |
| 4 | COM427 | Professional Development in Computing: Information Engineering | 1 | GU Denise Oram NPTC Dr Florence Benoy |
| 4 | COM423 | Web Technologies | 2 | GU John Worden NPTC Mathew Parfitt |
| 4 | COM424 | Computer Systems | 2 | GU S. Cunningham NPTC Rob Flower |
| LEVEL FIVE | | | | |
| 5 | BUS539 | Business Law | 1 | GU Neil Pritchard NPTC Rob Flower |
| 5 | BUS545 | Engaging and Leading People | 1 | GU Mike Scott NPTC Mark Hughes |
| 5 | BUS548 | Advertising and Branding | 2 | GU Gareth Harvey NPTC Penny Waters |
| 5 | COM528 | Responsible Computing | 1 | GU Denise Oram NPTC Dr Florence Benoy |
| 5 | COM529 | Group Project Design | 2 | GU John Worden NPTC Rob Flower |
| 5 | COM527 | Human Computer Relationship | 2 | GU Dr Rich Picking NPTC Rob Flower |
| LEVEL SIX | | | | |
| 6 | BUS623 | Strategic Thinking | 1 | GU Dr Jan Green NPTC Mark Hughes |
| 6 | BUS629 | Strategic Marketing | 2 | GU Gareth Harvey NPTC Penny Waters |
| 6 | COM614 | IT Project Management | 1 | GU Denise Oram NPTC Rob Flower |
| 6 | COM623 | 21 st Century Computing | 2 | GU Prof Vic Grout NPTC Rob Flower |
| 6 | BUS635 | Dissertation | 1 & 2 | GU Dr Jan Green NPTC Mark Hughes |

Note: All modules are Core

Year 1 (Level 4) Full-time

| | | | |
|-------|------------------------------------|---|--|
| Tri 1 | Business: Past, Present and Future | Business Communication Skills for Marketing | Professional Development in Computing: Information Engineering |
| | 20 Credits - Core | 20 Credits - Core | 20 Credits – Core |
| Tri 2 | Economics | Web Technologies | Computer Systems |
| | 20 Credits – Core | 20 Credits - Core | 20 Credits – core |

Year 2 (Level 5) Full-time

| | | | |
|-------|--------------------------|-----------------------------|-----------------------------|
| Tri 1 | Business Law | Engaging and Leading People | Responsible Computing |
| | 20 Credits - Core | 20 Credits - Core | 20 Credits – Core |
| Tri 2 | Advertising and Branding | Group Project Design | Human Computer Relationship |
| | 20 Credits – Core | 20 Credits - Core | 20 Credits - Core |

Year 3 (Level 6) Full-time

| | | | |
|-------|-------------------|---------------------|------------------------------------|
| Tri 1 | Dissertation | Strategic Thinking | IT Project Management |
| | | 20 Credits - Core | 20 Credits – Core |
| Tri 2 | 40 Credits – Core | Strategic Marketing | 21 st Century Computing |
| | | 20 Credits - Core | 20 Credits – Core |

Composition of Award

The following composition applies:

1. The Certificate of Higher Education is an exit award available for a student who has completed 120 credits at level 4 or above and who is unable, or chooses not to continue on the programme.
2. The Diploma of Higher Education is an exit award available for a student who has completed 240 credits of which 120 credits were studied at level 5 or above and who is unable or chooses not to continue on the programme.

3. The Ordinary Degree is an exit award available for a student who has completed 300 credits, of which 120 credits were studied at level 5 or above and 60 credits at level 6. These 60 credits can be taken from any of the available modules.
4. The Honours Degree is an exit award available for a student who has completed all 360 credits, of which 120 credits were studied at level 5 or above and 120 credits at level 6.

Intended learning outcomes of the programme

Please see the table overleaf for details of the intended learning of the programme.

Intended Learning Outcomes of the Programme

| Level 4 - Certificate of Higher Education | | | |
|---|---|---|--|
| Knowledge and Understanding | Intellectual | Subject Specific | Practical, Professional and Employability |
| A basic understanding of the history and evolution of business, recognise the challenges facing business today and be able to offer their own opinions on how business may change in the future | To undertake basic research and be able to capture, analyse and disseminate the output of the research in a form which can be understood by the intended audience | Be able to write and communicate ideas in a fluid and confidence style. | Communicate in clear and concise way in writing and orally.in relatively informal and limited-length piece of work |
| An appreciation of the various models of communication and how to use different techniques in different situations. | Cognitive skills of critical thinking analysis and synthesis in creating communication messages. | Evaluate effective communication to specialist and non-specialist audiences. | Demonstrate competence in technical Business reporting |
| Understand the fundamental economic principles, theories and concepts and the methods of analysis used by an economist. | Develop strong reasoning and analytical skills | Demonstrate evidence in making rational arguments in an economic context. | Interact effectively with peer group and tutors and participate in team-based activity. |
| To be able to describe and use structures, procedures, protocols of Web Technologies. | To develop and understand principles of web design and allow the cognitive skills to develop technology for an intended audience. | To understand the protocols and develop using specific programming languages. | Demonstrate competence in technical web design and the use of specific technologies. |
| To experience and understand the core technology in computer systems | To develop written, oral and practical skills in order to understand computer system technology. | To understand the specific components that make up modern age computer systems | Demonstrate understanding of how computer systems work and effectively demonstrating problem solving skills |
| To understand the science of information and the concepts of analysis and design | To be able to discuss by development of cognitive skills the issues within the professional development of Information Engineering | To develop concepts of systems analysis and design and apply to real-life scenarios | To synthesis information from “real life” case studies and present the critical analysis in a professional and clear manner. |

Level 5 - Diploma of Higher Education

| Knowledge and Understanding | Intellectual | Subject Specific | Practical, Professional and Employability |
|--|--|--|---|
| Explain the main concepts and principles of the law of obligations and company law | Develop a capacity to reflect upon precedent and critically evaluate alternatives | Demonstrate confidence of being able to debate issues of a legal nature and develop emotional intelligence to be able to separate legal matters from matters of the heart. | Develop enhanced and effective team working skills including working on projects. |
| Develop a deep understanding of what motivates individuals and how great leaders make things happen individually | Develop the capacity to self-reflect identifying weaknesses and strengths in their self and others. | Understand emotional transactions and their impact on scenarios of negotiation and change. | Demonstrate the ability to produce written reports in a variety of formats |
| Develop a wide understanding of theories behind advertising and branding and their influences on society and the business environment | Demonstrate an ability to think on their feet and adapt the knowledge to a variety of potential scenarios | Develop strong awareness of modern advertising campaigns and critique their validity or otherwise from a commercial prospective | Demonstrate the ability to understand the perspectives of others and develop an awareness to different solutions for a given problem. |
| To understand the interaction between people and computers in a society where computers are ubiquitous and critical to everyday life. | Demonstrate an ability to understand the philosophical issues of Human-computer relationships and develop a cognitive understanding of the human-computer interaction. | To have an understanding of a range of evaluation techniques that are used to evaluate how effective the interaction of humans with computers is. | To be able to research issues and develop and present arguments to subject specific or non-specific audience. |
| To be able to understand the ethical, legal, sustainable and environment constraints on Information System specialists. | To be able to develop the cognitive capacity to understand the limits of Information systems on society. | To understand the specific frameworks in place both legal and professional that apply to Information System Development. | To be able to relate the theory to practice and apply the legal constraints in a practical way that will be of use in the real-life development of Information Systems. |
| Develop project management skills that allow individuals to organise, communicate and report a range of issues involved in the design of a group project | To develop an intellectual ability to critically analyse the development and dynamic of group working in relation to the design of a digital product | To identify and apply appropriate development methodologies as part of team based scenario. | To be able to analyse the practical issues in developing a digital product and be able to carry this knowledge on to a work environment. |

Level 6 - Ordinary Degree

| Knowledge and Understanding | Intellectual | Subject Specific | Practical, Professional and Employability |
|--|---|--|---|
| Understand what does and does not constitute strategy; discuss in depth some of the leading academic proponents of strategy and explain the process of implementing Strategic change | Develop an ability to think on level above tactical level but also have insightful references | Demonstrate effective and rigorous analysis supported by a substantive argument | Engage effectively in a variety of roles; debates; and produce a clear, well-structured technical report and other extended pieces of work; give clear subject-specific presentations in a variety of contexts. |
| Develop a strong awareness of how and why organisations take strategic approach to Marketing | Apply critical thinking to variety of situations to gain a deeper insight into strategic marketing | Demonstrate an ability to persuade and innovate with original and commercially advantageous insights within a marketing context. | Demonstrate critical evaluation of specific business situations and is able to define alternative approaches and their potential outcomes |
| To identify and critically examine a range of current and future technical and social issues in computing and technology. | To develop critical thinking in the futuristic trends of technology and be able to evaluate the impact on society | The introduction into the field of “Futorology” allowing balance between technological trends and societal balance. | To understand the impact of future trends on industry, commerce, medicine and academia and understand the importance of ethical balance. |
| To develop a critical and theoretically informed approach to Project Management. | To critically evaluate the basic tools and techniques used in project management | To balance the tools and techniques of project management with the ethical issues surrounding the subject area. | To increase self awareness and insight into both professional and ethical issues relevant to the discipline of managing projects. |
| To develop an awareness of how Information Technology Strategy can help drive and develop Business Strategy. | To intellectually provide a link between IT and Business and ensure the IT link will help derive successful businesses. | Understand and develop strategies that allow IT initiatives move business strategy forward. | To increase awareness of how technology c and its use can be important to business and also provide insight into its ethical deployment. |

Level 6 – Honours Degree

| Knowledge and Understanding | Intellectual | Subject Specific | Practical, Professional and Employability |
|--|---|--|---|
| Critically evaluate strategic choices and offer evidence based alternatives; discuss in depth some of the leading academic proponents of strategy and explain the process of implementing change | Develop an ability to think on a level above tactical level but also have insightful references | Demonstrate effective and rigorous analysis supported by a substantive argument | Engage effectively in a variety of roles; debates; and produce a clear, well-structured technical report and other extended pieces of work ; give clear subject-specific presentations in a variety of contexts. |
| Demonstrate a wide appreciation of the theory and techniques behind advertising and branding and their influences upon society and the business environment. | Apply critical thinking to variety of situations to gain a deeper insight into strategic branding in a wider context. | Demonstrate an ability to persuade and innovate with original and commercially advantageous insights within a marketing context. | Demonstrate critical evaluation of specific business situations and is able to define alternative approaches and their potential outcomes |
| To identify and critically examine a range of current and future technical and social issues in computing and technology within given scenarios | To develop critical thinking in the futuristic trends of technology and be able to evaluate the impact on society | The introduction into the field of “Futorology” allowing balance between technological trends and societal balance. | To understand the impact of future trends on industry, commerce, medicine and academia and understand the importance of ethical balance. |
| To develop a critical and theoretically informed approach to Project Management. | To critically evaluate the basic tools and techniques used in project management | To balance the tools and techniques of project management with the ethical issues surrounding the subject area. | To increase self-awareness and insight into both professional and ethical issues relevant to the discipline of managing projects. |
| To develop an awareness of how Information Technology Strategy can help drive and develop Business Strategy in a sustainable and ethical way. | To intellectually provide arguments that will articulate the need for a technological strategy in go forward organisations. | Understand and develop strategies that allow IT initiatives to move business strategy forward and allow sustainable growth | To increase awareness of how technology and its use can be important to business and also provide insight into its ethical deployment. Further develop the need to link business strategy and the ethical deployment of technology. |
| Develop a sound knowledge of the context of research and how to write a research proposal and final report through to its conclusion | Accurately identify the nature and characteristics of a problem within a business domain | Demonstrate a strong capability to problem solve and effectively manage a project | |

Assignment Schedule

1, Assessment Type

| Level | Module | Essay | Experimental Participation | Critical Appraisal | Practical Exercises | Writing Exercise | Oral Presentation | Critical Review | Report | Project Portfolio | Unseen Class Test | Unseen Exam | Case Study | Group Presentation | Dissertation | Reflective Practice | Research Proposal |
|-------|--|-------|----------------------------|--------------------|---------------------|------------------|-------------------|-----------------|--------|-------------------|-------------------|-------------|------------|--------------------|--------------|---------------------|-------------------|
| 4 | Business, Past Present and Future | X | | | | | | | | | | | | X | | | |
| 4 | Business Communication for Marketing | | | | | X | X | | | | | X | | | | | |
| 4 | Economics | X | | | | | | | | | | | X | | | | |
| 4 | Professional Development in Computing: Information Engineering | | | | | | | | X | | | | | | | | |
| 4 | Computer Systems | | | | | | | | | X | | | | | | | |
| 4 | Web Technologies | | | | X | | | | | | | | | | | | |
| 5 | Business Law | | | | | | | | | | | X | X | | | | |
| 5 | Engaging and Leading People | | | | | | | | | | | | | X | | X | |
| 5 | Advertising and Branding | | X | | | | | | | | X | | X | | | | |
| 5 | Responsible Computing | | | X | | | | | | X | | | | | | | |
| 5 | Group Project Design | | | | | | | | X | | | | | X | | | |
| 5 | Human Computer Relationship | | | | | | | | X | | | | | | | | |
| 6 | Strategic Thinking | X | | | | | | | X | | | | | | | | |
| 6 | Strategic Marketing | X | | | | | | | | | | X | | | | | |
| 6 | IT Project Management | | | | X | | | | | X | | | | X | | | |
| 6 | 21 st Century Computing | | | | | | | | X | | | | | X | | | |
| 6 | Dissertation | | | | | | | | | | | | | | X | | X |

2. Submission Week

| Level | Module | Semester 1 | | | | | | | | | | | Semester 2 | | | | | | | | | | | | | | |
|-------|--|------------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|-----------|---|---|
| | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Exam Week | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Exam Week | | |
| 4 | Business, Past Present and Future | | | | | | | X | | | | | | | X | | | | | | | | | | | | |
| 4 | Business Communication for Marketing | | | X | | X | | | | X | | | | | X | | | | | | | | | | | | |
| 4 | Economics | | | | | | | | | | | | | | | | | | | | | | | | | X | |
| 4 | Professional Development in Computing: Information Engineering | | | | | | | X | | | | | | | X | | | | | | | | | | | | |
| 4 | Computer Systems | | | | | | | | | | | | | | | | | | | | | | | | | X | |
| 4 | Web Technologies | | | | | | | | | | | | | | | | | | | | | | | | | X | |
| 5 | Business Law | | | | | | | X | | | | | | | X | | | | | | | | | | | | |
| 5 | Engaging and Leading People | | | | | | | | X | | | | | | X | | | | | | | | | | | | |
| 5 | Advertising and Branding | | | | | | | | | | | | | | | | | | | | | | | | | X | |
| 5 | Responsible Computing | | | | | | | | | | | | | | X | | | | | | | | | | | | |
| 5 | Group Project Design | | | | | | | | | | | | | | | | | | | | | | | | | | X |
| 5 | Human Computer Relationship | | | | | | | | | | | | | | | | | | | | | | | | | | X |
| 6 | Strategic Thinking | | | | | | | X | | | | | | | X | | | | | | | | | | | | |
| 6 | Strategic Marketing | | | | | | | | | | | | | | | | | | | | | | | | X | | X |
| 6 | IT Project Management | | | | | | | X | | | | | | | X | | | | | | | | | | | | |
| 6 | 21 st Century Computing | | | | | | | | | | | | | | | | | | | | | | | | X | X | |
| 6 | Dissertation | | | | X | | | | | | | | | | | | | | | | | | | | | X | X |

Learning and teaching strategy used to enable outcomes to be achieved and demonstrated

In accordance with sound educational research and current best practice, the programme will be delivered through a broad range of learning and teaching strategies. The delivery of the programme and its assessment will reflect the spirit of Glyndŵr University's Learning, Teaching and Assessment Strategy with particular emphasis on:

- The development of autonomous learners.
- Provision of learning opportunities that are personally and professionally relevant and quality assured.
- The maintenance of a supportive learning environment.
- The promotion of the scholarship of teaching.

NPTC is enthused by the approach of the School of Business at GU and also recognises the need to develop more flexible programmes that meet the needs of a more diverse student body. This is reflected in the learning and teaching strategies that we have employed. In particular, they have at their heart the aims and distinctive features of the programme, as described previously.

Against this backdrop, the NPTC BMIT strategy is to:

1. Provide our students, where possible, with digital lecture content through Moodle. This material will be made available to students at in advance of their classroom based contact time. The format and duration of this material may vary from module to module. Students are expected to take notes, write down questions and bullet point areas for concern or misunderstanding in advance of the classroom sessions. The great advantage this provides students with is the opportunity to watch the lecture multiple times or rewind to certain sections of the lecture. In a traditional lecture format, many students feel reluctant or embarrassed to ask lecturers to repeat what they have heard or watched. In this way students are free to learn in their own time and at their own pace.

It is important to note that the digital lecture approach may not apply to every module and will be introduced where appropriate.

2. The classroom tutorial sessions will then be conducted by either the module lecturer or another lecturer with comparable skills and knowledge. Where the tutor is not the lecturer then it is the tutor's responsibility to be fully prepared for delivering the tutorial by having watched the lecture material and planned out the session. It is equally the responsibility of the lecturer to communicate with the tutor(s) to ensure that this preparation has taken place. To support this process a tutorial plan document will be created to record and disseminate an overview of all intended tasks and activities to be undertaken in each tutorial. The sessions will typically break into two formats:
 - i. 'Lectutorial'. This is effectively a Q&A session with the lecturer, providing students with an opportunity to probe the theory from the lecture further and answer any

questions they may have. In cases where students are taking a module shared by different programmes, it also provides an opportunity for the lecturers to provide a specific spin on the lecture material, applying it to the relevant programme.

- ii. Regular tutorial work. This may constitute a variety of activities such as discussing a case study, completing sample questions (in an accounting class for example), working in groups to discuss a particular topic or planning a particular project the students are involved in.
3. Promote active learning throughout the course, by applying knowledge and skills back to a real business scenario.
 4. Deploy a variety of other learning and teaching methods including:

Guest lectures – this will typically be business practitioners or subject matter experts that are willing to come and share their knowledge with the students on a one-off basis.. Such sessions will not replace planned tutorial time and students will be given advanced notice of the date and time to aid personal planning.

Some modules are given additional learning hours than the standard breakdown. This has been at the instigation of the module leader to reflect their experience of the required direct contact hours to maximise knowledge transfer for that specific module.

As students progress through the levels, they are encouraged to take more responsibility for their own learning with staff facilitating the learning process. The aim is to encourage a high level of student autonomy in learning. These overall aims are achieved through the use of a variety of learning and teaching techniques, which includes lectures, seminars, workshops, discussions, debates, group tutorials, case studies, problem-based learning and guest speakers.

Electronic Learning Platform

The Moodle virtual learning environment (VLE) will be a key resource in terms of the learning process. Moodle will be used in the following ways:

1. As a resource centre for all of material from each module. This includes access to the video content of the module lectures and the links to the additional resources such as bibliography and relevant journal and online articles.
2. As the location of the student forum. The forum is an opportunity for all students to engage with each other and the module tutors. The forum is a resource where students can post questions, comments and suggestions relating to specific aspects of the modules. All tutors are expected to regularly access the forum in order to respond to any material posted. Further the tutors are expected to regularly start debates on the forum to continue discussion and debate. The forum is a permanent resource and is not expected to be accessible as a 'live debate' (compared to the chat room below). Threads on the forum are continuous and over time will provide students with a rich repository of peer-led information relating to relevant aspects of their studies.

3. Web chat. Chat rooms have been set up for every module on the programme. These chat rooms provide an opportunity for students to 'meet' electronically and discuss topics that are not covered specifically in the forum. It is anticipated that both students and module tutors will agree specific dates and times on which they will come together to chat. The purpose of the web chat facility is to provide an opportunity for students to share experiences, pose questions and discuss thoughts on the module with fellow students. Tutors will also be encouraged to utilise the chat room facility to harness a team-work ethic amongst the students to fully utilise the benefits derived from e-learning support tools. This might involve replicating aspects of the classroom delivery within a virtual environment. For example, asking students to engage in a debate with certain students being 'for' or 'against' a particular topic. The tutor would act as a facilitator and judge the team providing the most compelling argument. Whilst this would not be assessed, its purpose is to maintain engagement and interaction amongst students.
4. As a repository for additional links and video material provided either by the module tutors or alternative sources. This includes webinars, online talks (e.g. Ted sessions) and webcasts or podcasts available for download.
5. As an opportunity for tutors to keep students up to date with relevant information relating to their module. This will include observations from various dialogues, deadlines, and signposting to new material.
6. As a repository for all other content relating to the programme as a whole. This includes the student handbook and particularly once students reach dissertation stage, material relating to academic writing and research methods.

Welsh Medium Provision

Although the programme is delivered through the medium of English, Welsh speakers may request to submit assignments through the medium of Welsh. Provision will then be made to have the assignments translated into English prior to marking.

Assessment strategy used to enable outcomes to be achieved and demonstrated

Students will receive formative assessment, particularly during the practical and self-study elements of each programme to ensure they can keep track of their progress and development. This will also be a key factor in ensuring student engagement and retention on all programmes. In the case of practical assessment, this may be a final summative assessment, so more frequent formative assessment provides academic rigour and increases student awareness and confidence in the subject.

The practical nature of our programmes is reinforced through the importance of coursework as part of the learning process and assessment. Despite the importance of their theoretical basis, many of the concepts are often best grasped by practical exercises and assignments. The coursework of a

module typically carries 50% weight of the assessment, although this varies with modules assessed entirely by coursework. Practical coursework includes, but is not limited to: exercises for private study or in practical/tutorial classes and team/individual projects.

A significant change has taken place, from the previous programme, in respect of the variation of assessment types. For example, oral examinations, blog writing and website creation have all been introduced. Whilst this provides students with opportunities to evidence their learning in different ways and fits well with the University's and College's wider focus on assessments that are embedded in employability, it is recognised that particular care needs to be taken to ensure equity across modules. To address this, module tutors have been careful to ensure that the resource and intellectual requirements of these assessments are commensurate with the level being assessed. Specific detail on this is given in the relevant module specification.

Wherever possible, module tutors have ensured that learning outcomes are only assessed once, for all modules where multiple assessments apply. However, in a small number of cases, particular learning outcomes are assessed twice. In the incidences where this occurs, it is deemed that breaking the learning outcome down into separate strands was not appropriate. However, in these cases, the particular learning outcome has sufficient breadth to ensure that different aspects of it are being assessed separately.

Emphasis will be placed upon students to undertake independent study activities, in particular when completing the dissertation or placement element. Further, each practical oriented module will be facilitated by a traditional summative assessment approach at the culmination of the work. However, extensive use of formative feedback, milestones, and guidance from staff will be applied throughout each module.

Feedback is provided continuously to students through informal contact with subject lecturers and tutors in the seminar/tutorial sessions. In accordance with University Guidance, feedback is provided on all assessed work within three weeks of submission of the work.

An overview of the assessment details will be provided in the Student Handbook and full details of the assessment criteria for each module is provided in the module specification, which forms part of the module pack available to students.

Assessment regulations that apply to the programme

Glyndŵr University Academic Regulations for Bachelor Degrees, Diplomas and Certificates apply to this programme.

In considering borderline cases the Assessment Board shall raise the classification to the next level if all of the following criteria are met:

- At least 50% of the credits at level 6 fall within the higher classification;
- All level 6 modules must have been passed at the first attempt;
- The mark achieved for the 40-credit dissertation module is within the higher classification.

Academic Delivery Schedule

The programme suite will adhere to the generic University academic calendar.

Programme Management

The modules for the BMIT programme are supplied jointly by the Business and Computing Schools from Glyndŵr University.

Locally at NPTC, the BMIT has a course team led by an appointed NPTC HE Co-ordinator. They are responsible for

- Co-ordination of admission activities and recruitment
- Management of the curriculum
- Management of the timetable
- Student tracking and student records
- Quality assurance
- Annual Monitoring
- Collation of Marks
- Presentation of Marks at assessment boards

The HE co-ordinator at NPTC acts as the academic link with the academic links at Glyndŵr University. As this programme spans two academic Schools, there are two academic links at Glyndŵr University, one for Business and one for Computing.

The current personnel responsible are

| Programme | Wrexham | Brecon (HE Co-ordinator) |
|--|------------------------------|-------------------------------------|
| BA (Hons) Business Management and Information Technology | Neil Pritchard (Business) | Rob Flower |
| | John Worden (Computing) | |

Meetings between NPTC Group programme staff would take place three times a year for quality and curriculum monitoring purposes. Cross institutional meetings between NPTC Group and Glyndŵr will be by video conference where appropriate. As a minimum these would take place at the beginning of the academic year, at the end of trimester/semester one and at the end of the academic year.

The NPTC HE co-ordinator attends meetings at NPTC which cover the following :

- Retention and Attendance

- Student Voice
- Marketing
- Course Performance

These meetings take place on a ½ termly basis. Actions and concerns are taken forward to the college Curriculum and Quality meetings and the Learning and Performance Management group.

The curriculum group will specifically consider module developments, new validations and re-validations.

The quality group reviews retention and attendance, module completion, mark distribution, module feedback and student voice information.

These groups also meet ½ termly and receive the HE report. Their role is to scrutinise the key performance indicators and to agree and monitor interventions as and when required. These are collectively considered and reported through to the Learning and Performance group.

All BMIT modules that are delivered at Brecon are allocated a NPTC module leader at NPTC who liaises with the GU module leader at Wrexham (see *Programme structure section for list of GU and NPTC module leaders*). The module leaders liaise regarding content and ensure resources are available on Moodle for the students.

It is the expectation that the module tutor at NPTC will take responsibility for the module and in the most part lead the classroom sessions. They will also deal with localised questions in relation to the module and liaise with the NPTC HE Co-ordinator and if required the Module tutor at GU.

Students will benefit from a personal tutor. This approach has already been adopted on the current provision at Brecon and is a success. The personal tutor will be required to meet with each student they are responsible for on one occasion in each trimester/semester. Tutors will provide designated slots and it will be the responsibility of the student to make an appointment within those slots. The role of the personal tutor will be to provide general academic support to the student and address any issues before they escalate to HE Co-ordinator level. The role of the personal tutor is not to solve personal problems that exist for the student, but instead to signpost them to relevant areas within the College/University as and when appropriate.

All marks for the NPTC programme will feature at the GU assessment boards, as there are two GU schools represented in the programme, one school, Business, has been appointed to oversee award progression, however the computing module marks will feature initially at the Computing progression board.

It is the responsibility of the HE Co-ordinator at NPTC to agree the deadline for submissions of assessment marks. The HE Co-ordinator at NPTC submits the marks to the GU module boards at the agreed deadlines. All module boards are held at GU and the Programme Leader from NPTC is invited to attend.

The same Assessment Boards will be considering marks for both Wrexham and Brecon based students, drawing upon the current practice in place.

At module level there is devolved responsibility for the following:

- The maintenance and development of teaching and learning materials for all students enrolled on the module. In most cases the module leader will also be the lecturer and therefore the creation of digital lecture material will be within their scope.
- The publishing and updating of module timetables, which shall include a weekly schedule of module sessions and required reading, to be distributed to students at the start of all modules
- The setting, marking and collation of marks for all module assessments and examination papers, including re-sit assessments, and submission of student results to the Programme Leader
- Tutorial support for students taking the module which they are responsible
- Collaboration with the module tutor at the other campus.
- Quality monitoring, including processing of annual student feedback; questionnaires and, where appropriate, student feedback for individual modules
- Liaison with part-time members of staff involved in module teaching in the event that sessional support is required for particular modules. This will only become relevant in the event that funding is not available to recruit sufficient full-time staff for all modules.
- The control of quality will conform to the procedures set out by Glyndŵr University's requirements for academic quality assurance, monitoring and review. The primary indicators of quality come through regular student feedback, module reviews, external examiners' reports, annual and periodic programme reviews and student surveys.

Methods for evaluating and enhancing the quality of learning opportunities:

- Subject / Programme committees with student representation
- NPTC programme and course reviews
- Module evaluations by students
- Students surveys, e.g. National Student Survey (NSS)
- Annual quality monitoring and action planning through the AMR process
- Peer review/observation of teaching
- The moderation of assessed coursework
- Student Representatives and Staff Student Consultative Committees
- Module, Progression and Award Boards
- External Examiners - External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process.

Feedback mechanisms for the programme ensures that the voice of students is heard. The student representative system is highly developed at NPTC with course representatives elected from all courses onto the Student Association (all students from the HE provision are invited to participate), student representatives are also invited to receive training to ensure that they understand their role and how they can input into University and the College decision-making processes.

Mechanisms for gaining student feedback:

- Student Representation on subject meetings at NPTC Group.

- Staff Student Consultative Committees.
- Module and Programme level student questionnaires.
- Course representatives are invited to be Members of the NPTC Student Association.

The Staff Student Consultative Committee (SSCC) meets 3 times each academic year at NPTC Group, the minutes of which are formally recorded and placed on the course Moodle site. The 'you said, we did' section is on Moodle under the Higher Education section and this updates students on any actions taken. The minutes will also be forwarded to the Academic Links at GU for scrutiny and information.

In addition, the more informal "open door" policy of the NPTC campus allows communication to be swift, personal and allows remedial action to be taken if issues arise.

Within the NPTC group, it is a requirement for all programmes to have structured course reviews at various times during the academic year. These NPTC reviews fit well with the requirement from GU and additionally support the GU AMR process. It is expected, that if required, the NPTC HE co-ordinator will be invited to the GU AMR meeting.

The NPTC reviews take place

- Before commencement of the academic year.
- At the end of each term in the FE calendar – (or trimester/semester for the HE programmes) and feed in to the quality and curriculum groups at NPTC,
- At the end of the academic year to feed into the GU AMR process.

The programme review meetings at NPTC will be Chaired by the HE Co-ordinator and attended by all academic staff who deliver on the programme. The agenda for the meetings are broadly divided into 3 sections, Firstly, a discussion on programme performance (attendance, assessments, retention and recruitment), secondly, resources, (room allocation, physical resources, such as books and software), thirdly, student wellbeing issues.

The NPTC programme team embrace the policy on teaching qualifications for Wrexham and partner institutions, all staff have PGCE'S as well as their own specialist Higher Education qualifications. The Programme Leader at NPTC and other leading academic staff have taken advantage of studying for the HE Fellowship and are now Fellows of the HE Academy.

Particular support for learning between Wrexham and Brecon

As previously stated, every student, at Brecon will be assigned a Personal Tutor (PT) whose predominant task is academic support. PT's are allocated to students in induction week for the entire programme length and are members of the programme delivery team. Students will have an opportunity to change PT's at any time without question.

The team operate an 'open door' policy and offer an appointment system for extra academic support to those students who require it. The open door policy allows students with immediate pressing

concerns to see a member of staff within a short timeframe. For academic questions or less pressing issues an appointment process is in place.

Where required, module tutorials on the programme will be delivered in classrooms with electronically equipped facilities, including Wi-Fi.

Student Support Services provide additional assistance for students with learning differences and any counselling, financial or careers advice needed.

Brecon based students also have full access to Wrexham campus facilities including the library, sports centre and student services.

All students are expected to submit their assignments through the text-matching tool, Turnitin. The use of Turnitin as a diagnostic tool to support students in their writing is an effective method.

Additional support mechanisms include:

- Extensive induction programme introducing the student to the College, University and their course. The programme will include course related issues, student support, library induction, study skills, career development etc.
- A personal tutor allocated to each student, responsible for sign-posting to College and University wide support and guidance
- College and University support services which includes careers, financial advice, accommodation, study skills and counselling
- Excellent library and internet support through the help desk
- Student handbook providing information about course structures, University regulations etc.
- Key Skills for Employability incorporated into all modules
- Written feedback provided for all assessments, normally within three weeks of the hand-in date.

Distinctive Learning Support relevant to the NPTC Group - Brecon Beacons Campus

The modules will be delivered in classrooms equipped for Smart boards and computer rooms with the appropriate software where appropriate. The learners will have a NPTC college log on access to the student intranet as well as a Glyndŵr University log on.

Moodle, book and online journal resources as identified on the module specification forms. This will be further supplemented with access to all Glyndŵr University resources via a log on to the course Moodle site which will be on Glyndŵr University's VLE. The electronic resources available are an important part of the programme. A number of electronic books and journals are available for students as well as the teaching material on Moodle. Assignments will be submitted electronically through Moodle, where appropriate and learners will be advised to submit their work through Turnitin, prior to hand in where appropriate.

The College's Learning Resource Centres are situated on its main sites: Newtown, Brecon, Neath and Port Talbot (Afan) campuses. Each centre has wi-fi connection which has been funded through CyMAL, Welsh Libraries Museums and Archive funding. E-learning is supported by Moodle VLE.

It is a Learning Resource Service priority to continually and pro-actively enhance facilities for the mutual benefit of students and staff. Each main site centre has zoned areas consisting of tables and chairs for individual and group work, low seating areas and computer facilities.

The sites benefit from a generous allocation of standalone computers, laptops and net books. It is a Learning Resource Service policy that stand alone computers cannot be pre booked so this enables users to have maximum drop in usage. On the rare occasions that there are no available computers, laptops are available for use in the resource centre.

All resources are targeted towards course curriculum requirements. In addition to books we have newspapers, journals and cds, and dvds on each site again targeted to curriculum delivery. A wide selection of e-books is available. Currently Shibboleth is in the process of being installed and this will be available shortly. Study Skills Help Sheets are available on all sites. There is a range of fiction available on each main site and we encourage recommendations. Projectors and cd players can be booked. Recently upgraded video conference facilities are available on the 3 main sites and can be booked through the Learning Resource Service.

Careers Wales provision is available on each main site.

The staffrooms are currently accommodated on the second floor in one part of the Brecon site so learners are able to access the necessary help, support and software they require easily.

The learners have the benefit of Learning Resource Officers, the Careers Officer and Counsellor for support if required and are encouraged to join in the enrichment activities available on the site.

Equality and Diversity

Glyndŵr University and the NPTC Group are committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's policy on equality and diversity, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so, irrespective of age, gender, disability, sexuality, race or social background. Equality and diversity topics are a standing agenda item on the team meeting minutes.

As part of the University's Disability Policy, students with a physical disability or learning difference are encouraged to contact the University Disability Adviser to ensure their needs are assessed and acknowledged formally. This is done at induction where introductions to University support services are highlighted. Specialist staff involved in the assessment and support of students with disabilities are members of their respective professional networks and are supported to undertake CPD in order to maintain up-to-date knowledge and skills. In-house training is provided to learning.