PROGRAMME SPECIFICATION

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Award titles
Programme Title(s)

BA (Hons) Business Management

BA (Hons) Business Management (Marketing)

BA (Hons) Business Management (Entrepreneurship)

BA (Hons) Business Management (Human Resource Management)

BA (Hons) Business Management with Foundation Year

BA (Hons) Business Management (Marketing) with Foundation Year

BA (Hons) Business Management (Entrepreneurship) with Foundation Year

BA (Hons) Business Management (Human Resource Management) with Foundation Year

Internal Programme Title(s) (if different to the title on the certificate)

BA (Hons) Business Management with Foundation Year [Accelerated]
BA (Hons) Business Management (Marketing) with Foundation Year [Accelerated]
BA (Hons) Business Management (Entrepreneurship) with Foundation Year [Accelerated]
BA (Hons) Business Management (Human Resource Management with Foundation Year [Accelerated]

BA (Hons) Business Management [Standard]
BA (Hons) Business Management (Marketing) [Standard]
BA (Hons) Business Management (Entrepreneurship) [Standard]
BA (Hons) Business Management (Human Resource Management) [Standard]

BA (Hons) Business Management [Accelerated]
BA (Hons) Business Management (Marketing) [Accelerated]
BA (Hons) Business Management (Entrepreneurship) [Accelerated]
BA (Hons) Business Management (Human Resource Management) [Accelerated]

BA (Hons) Business Management [Top-up]
BA (Hons) Business Management (Marketing) [Top-up]
BA (Hons) Business Management (Entrepreneurship) [Top-up]
BA (Hons) Business Management (Human Resource Management) [Top-up]

Programme to be included in Graduation Ceremonies

Yes

Delivery period

5 years

Intake points

Three intakes per academic year: Sep/Oct, Jan/Feb and May/June

Regulatory details

Regulatory details
Awarding body
Glyndŵr University
Programme delivered by
Bloomsbury Institute
Location of delivery
Birkbeck College, University of London, Malet Street, London, WC1E 7HX
Faculty/Department
Glyndŵr University: Faculty of Social and Life Sciences Bloomsbury Institute: School of Business and Accounting
Exit awards available
BA (Ord) Business Management Diploma of Higher Education in Business Management Certificate of Higher Education in Business Management
Professional, Statutory or Regulatory Body (PSRB) accreditation
Chartered Management Institute (CMI) We will seek the accreditation by CMI at Level 5 Management and Leadership (RQF Syllabus October 2021 Version 11). **This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.**
Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) *e.g. completion of placement.*
CMI awards will be conferred depending on individual student choices related to the specialisations/optional modules. A student may be awarded one of the following CMI qualifications: • CMI Level 5 Award in Management and Leadership on achieving CMI Learning Outcomes equivalent to a minimum of 40 CMI total unit time [TUT] hours. • CMI Level 5 Certificate in Management and Leadership on achieving CMI Learning Outcomes equivalent to a minimum of 130 CMI total unit time [TUT] hours.

- CMI Level 5 Diploma in Management and Leadership on achieving CMI Learning Outcomes equivalent to a minimum of 370 CMI total unit time [TUT] hours.

Depending on the choice of specialisation/optional module students may be able to achieve different CMI qualifications.

HECoS codes
100078 – business and management

UCAS code
BM01

Relevant QAA subject benchmark statement/s
QAA Subject Benchmark Statement: Business and Management (November 2019)

Mode of study
Full time

Normal length of study for each mode of study
Full-time with Foundation Year: 4 years Full-time with Foundation Year (accelerated): 3 years Full-time standard: 3 years Full-time accelerated: 2 years Full-time Top-up: 1 year

Language of study
English

Transitional arrangements for re-validated provision if applicable
N/A

The following University Award Regulations apply to this programme
General Regulations and Definitions Award Regulations for Initial Undergraduate Modular Degrees for Bloomsbury Programmes only

OFFICE USE ONLY	
Date of validation event:	14 February 2022
Date of approval by Academic Board:	08 April 2022
Approved Validation Period:	*5 years*
Transitional arrangements approved (if revalidation)	*N/A*
Date and type of revision:	*Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date)* *16/06/2022 – admin corrections*

Criteria for admission to the programme

Standard entry criteria

Entry requirements are in accordance with Bloomsbury Institute's Admissions Policy, in alignment with Glyndŵr University's admissions criteria.

Qualification	Entry requirements
Foundation Year	• Standard Applicants require a minimum of 5 Ofqual-accredited GCSEs at Grade 4 or above (or Grade C or above under the old grading system), or equivalent qualifications at Level 2 of the Ofqual General Conditions of Recognition, Condition E9: Qualification and Component Levels, including English Language. • Applicants must have completed Year 11 (Key Stage 4) Secondary School, or equivalent, at least 2 years prior to the start of the Programme. • Applicants for whom English is a second language require IELTS at 5.5 (minimum 5.5 in each skill sub-set).
3-year Bachelors degree	• Applicants require a minimum UCAS Tariff Score of 112. • Applicants require an Ofqual-accredited GCSE in English Language at Grade 4 or above (or Grade C or above under the old grading system), or an equivalent qualification at Level 2 of the Ofqual General Conditions of Recognition, Condition E9: Qualification and Component Levels. • Applicants for whom English is a second language require IELTS at 6.0 (minimum 5.5 in each skill sub-set).
2-year Bachelors degree [accelerated]	• Applicants require a minimum UCAS Tariff Score of 112. • Applicants require an Ofqual-accredited GCSE in English Language at Grade 4 or above (or Grade C or above under the old grading system), or an equivalent qualification at Level 2 of the Ofqual General Conditions of Recognition, Condition E9: Qualification and Component Levels. • Applicants for whom English is a second language require IELTS at 6.0 (minimum 5.5 in each skill sub-set).

Qualification	Entry requirements
	• Applicants may be required to attend (and pass) an academic interview.
1-year Bachelors degree [Top-up]	• Applicants require a Pearson or SQA HND in a relevant discipline, or an equivalent qualification at Level 5. • Applicants for whom English is a second language require IELTS at 6.0 (minimum 5.5 in each skill sub-set) unless the entry qualification was taught and assessed in English and the applicant completed the qualification within three years of entry onto the programme • Applicants may be required to attend (and pass) an academic interview.

These entry requirements are intended as a general guide. Each application is considered individually as we offer a Non-Standard admission route.

International entry qualifications are outlined on the ECCTIS as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways, including IELTS.

International students are required to provide an English Language Certificate which meets the requirements set out above.

Non-Standard entry criteria

Applicants who do not satisfy the standard entry criteria may be considered for non-standard admission in accordance with Glyndŵr University's Admissions Policy.

To be admitted to the Bachelors degree with Foundation Year, an applicant may be required to successfully complete assessments in English Language, numeracy and/or IT, and attend (and pass) an academic interview.

Record of Prior (Experiential) learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential Learning (RPEL) in accordance with the University General Regulations. Any programme specific restrictions are outlined below.

Applicants may enter the programme RPL/RPEL with a maximum of 240 credits, representing 120 credits at Level 4 and 120 credits at Level 5.

DBS Requirements

Not required for these programmes.

Suitability for Practice Procedure

N/A

Aims of the programme

The following are the specific aims of the programme:

1.	Provide students with an innovative, rigorous, and coherent study of the theory and practice of substantive areas of business management.
2.	Develop students' understanding of how business is shaped by and impacts on ethical, social, political, environmental and economic norms.
3.	Develop students' critical understanding of ethical principles and practice, and their ability to readily identify ethical questions and dilemmas and supply appropriate solutions, thus equipping graduates to become effective global citizens.
4.	Transform students into independent and critical learners, and to develop their subject-specific skills of independent research, enquiry, analysis, synthesis, critical evaluation, devising and sustaining arguments, decision-making in complex and unpredictable contexts, and problem-solving.
5.	Develop students' transferable skills that will enhance and augment their personal, educational and career development.
6.	Through a process of Personal Development Planning (delivered through the Let's Grow Programme), empower students to reflect upon their own learning, performance, experiences and achievements, and to plan for their personal, educational and career development.
7.	Prepare and provide support for students to secure an internship[1].
8.	Provide employers (nationally and globally) with adaptable and transformative graduates who possess the specialist and practical business management knowledge and skills needed in their sector.
9.	Provide students with a programme which is accredited by the Chartered Management Institute.
10.	[For the Level 3 Foundation Year] Provide students with the basic understanding of interdisciplinary and disciplinary themes for study at HE level, and develop the key

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[1] The Internship module is not available to international sponsored students

	knowledge and understanding to enable them to engage and perform successfully in both a work and academic environment.

Distinctive features of the programme

The programme addresses Glyndŵr University's Vision and Strategy (2020-2025) and Bloomsbury Institute's Strategic Framework (2021-24) in respect of having an applied/vocational focus that will ensure graduates are equipped with the key transferable skills that are required by employers.

All modules on the BA (Hons) Business Management cover academic knowledge and understanding. The practical workplace/entrepreneurship focus will require students to apply that academic knowledge and understanding to real-life practice. Students will be required to complete classroom activities and formative and summative assessments which will 'mimic' workplace/entrepreneurship-type scenarios. Whenever possible, students will be asked to draw on their own work experience and work with authentic, occasionally 'live', case studies.

Students will be able to specialise in: Marketing, Human Resource Management or Entrepreneurship. Students may also choose not to specialise (by taking optional modules 'belonging' to two different specialisations).

Students have the option of undertaking an internship module, to further broaden their work experience, however this module is not available to international sponsored students.

The rationale for a BA (Hons) Business Management with a practical workplace / entrepreneurship focus is set out below:

- The course will cover academic as well as practical and contemporary aspects of Business Management which will prepare our students for work in (and/or setting up of) modern (post-pandemic) business organisations and/or for study at postgraduate level.

- The course will allow students to draw on their own work/entrepreneurship experience.

- The course will also be beneficial to students who work while studying. Students will be able to implement the skills and knowledge they gain in the classroom in their workplaces/own businesses in 'real time'.

Credit Accumulation and exit awards

Exit Awards

Successful completion of 120 credits at Level 4 entitles the student to the exit award of Certificate of Higher Education in Business Management.

Successful completion of 240 credits (120 at Level 4 and 120 at Level 5) entitles the student to a Diploma of Higher Education in Business Management.

Successful completion of 300 credits (120 credits at Level 4, 120 credits at Level 5 and a minimum of 60 credits at Level 6) entitles the student to a BA (Ordinary) Business Management.

Successful completion of 300 credits (120 credits at Level 4, 120 credits at Level 5 and a minimum of 60 credits within the Marketing specialisation at Level 6) entitles the student to a BA (Ordinary) Business Management (Marketing).

Successful completion of 300 credits (120 credits at Level 4, 120 credits at Level 5 and a minimum of 60 credits within the Human Resource Management specialisation at Level 6) entitles the student to a BA (Ordinary) Business Management (Human Resource Management).

Successful completion of 300 credits (120 credits at Level 4, 120 credits at Level 5 and a minimum of 60 credits within the Entrepreneurship specialisation at Level 6) entitles the student to a BA (Ordinary) Business Management (Entrepreneurship).

Programme Structure Diagram, including delivery schedule

Programme Structures

Level 3 – 4 Core modules
Level 4 – 4 Core modules
Level 5 – 4 Core modules
Level 6 – 1 Core and 3 Option modules

BA (Hons) Business Management

Mod Code		Mod title		Credit value		Core/option
Mod Code	BUS392	Mod title	Study and Research Skills	Credit value	30	Core
Mod Code	BUS393	Mod title	Contemporary World	Credit value	30	Core
Mod Code	BUS394	Mod title	Communication	Credit value	30	Core
Mod Code	BUS395	Mod title	Introduction to Business Management	Credit value	30	Core
Mod Code	BUS4A3	Mod title	Contemporary Business Environment	Credit value	30	Core
Mod Code	BUS4A4	Mod title	Marketing Principles and Practice	Credit value	30	Core
Mod Code	BUS4A5	Mod title	People and Talent	Credit value	30	Core
Mod Code	BUS4A6	Mod title	Financial Knowledge and Skills for Modern Businesses	Credit value	30	Core
Mod Code	BUS5A22	Mod title	Organisational Leadership and Culture	Credit value	30	Core
Mod Code	BUS5A23	Mod title	Business Intelligence	Credit value	30	Core
Mod Code	BUS5A24	Mod title	Operations and Project Management	Credit value	30	Core
Mod Code	BUS5A25	Mod title	Business Ethics, Sustainability and Social Impact	Credit value	30	Core
Mod Code	BUS6A3	Mod title	Applied Business Strategy	Credit value	30	Core
Mod Code	BUS6A4	Mod title	Digital Marketing	Credit value	30	Core/Option

Mod Code		Mod title		Credit value		Core/option
Mod Code	BUS6A5	Mod title	Human Resources and the Business	Credit value	30	Core/Option
Mod Code	BUS6A6	Mod title	Innovation and Business Planning for Entrepreneurs	Credit value	30	Core/Option
Mod Code	BUS6A7	Mod title	Advanced Marketing with Consumer Behaviour	Credit value	30	Core/Option
Mod Code	BUS6A8	Mod title	Applied Human Resource Management	Credit value	30	Core/Option
Mod Code	BUS6A9	Mod title	Business Development for Entrepreneurs	Credit value	30	Core/Option
Mod Code	BUS6A10	Mod title	Business Project	Credit value	30	Option
Mod Code	BUS6A11	Mod title	[2]Internship (Business)	Credit value	30	Option
Mod Code	BUS6A12	Mod title	Independent Learning Module	Credit value	30	Option

If a student opts to specialise, the modules will be core. If a student opts not to specialise, they may choose any of the modules marked as Option and/or Core/Option

BA (Hons) Business Management (Marketing)

Mod Code		Level		Mod title		Credit value	
Mod Code	BUS392	Level	3	Mod title	Study and Research Skills	Credit value	30
Mod Code	BUS393	Level	3	Mod title	Contemporary World	Credit value	30
Mod Code	BUS394	Level	3	Mod title	Communication	Credit value	30
Mod Code	BUS395	Level	3	Mod title	Introduction to Business Management	Credit value	30
Mod Code	BUS4A3	Level	4	Mod title	Contemporary Business Environment	Credit value	30
Mod Code	BUS4A4	Level	4	Mod title	Marketing Principles and Practice	Credit value	30
Mod Code	BUS4A5	Level	4	Mod title	People and Talent	Credit value	30
Mod Code	BUS4A6	Level	4	Mod title	Financial Knowledge and Skills for Modern Businesses	Credit value	30
Mod Code	BUS5A22	Level	5	Mod title	Organisational Leadership and Culture	Credit value	30
Mod Code	BUS5A23	Level	5	Mod title	Business Intelligence	Credit value	30
Mod Code	BUS5A24	Level	5	Mod title	Operations and Project Management	Credit value	30
Mod Code	BUS5A25	Level	5	Mod title	Business Ethics, Sustainability and Social Impact	Credit value	30
Mod Code	BUS6A3	Level	6	Mod title	Applied Business Strategy	Credit value	30
Mod Code	BUS6A4	Level	6	Mod title	Digital Marketing	Credit value	30

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[2] The Internship module is not available to international sponsored students

Mod Code		Level		Mod title		Credit value	
Mod Code	BUS6A7	Level	6	Mod title	Advanced Marketing with Consumer Behaviour	Credit value	30
Mod Code	BUS6A10 BUS6A11 BUS6A12	Level	6	Mod title	Option: • Business Project • [3]Internship (Business) • Independent Learning Module	Credit value	30

BA (Hons) Business Management (Human Resource Management)

On this specialised programme, students will take the following modules (all are core modules unless otherwise stated):

Mod Code		Level		Mod title		Credit value	
Mod Code	BUS392	Level	3	Mod title	Study and Research Skills	Credit value	30
Mod Code	BUS393	Level	3	Mod title	Contemporary World	Credit value	30
Mod Code	BUS394	Level	3	Mod title	Communication	Credit value	30
Mod Code	BUS395	Level	3	Mod title	Introduction to Business Management	Credit value	30
Mod Code	BUS4A3	Level	4	Mod title	Contemporary Business Environment	Credit value	30
Mod Code	BUS4A4	Level	4	Mod title	Marketing Principles and Practice	Credit value	30
Mod Code	BUS4A5	Level	4	Mod title	People and Talent	Credit value	30
Mod Code	BUS4A6	Level	4	Mod title	Financial Knowledge and Skills for Modern Businesses	Credit value	30
Mod Code	BUS5A22	Level	5	Mod title	Organisational Leadership and Culture	Credit value	30
Mod Code	BUS5A23	Level	5	Mod title	Business Intelligence	Credit value	30
Mod Code	BUS5A24	Level	5	Mod title	Operations and Project Management	Credit value	30
Mod Code	BUS5A25	Level	5	Mod title	Business Ethics, Sustainability and Social Impact	Credit value	30
Mod Code	BUS6A3	Level	6	Mod title	Applied Business Strategy	Credit value	30
Mod Code	BUS6A5	Level	6	Mod title	Human Resources and the Business	Credit value	30
Mod Code	BUS6A8	Level	6	Mod title	Applied Human Resource Management	Credit value	30
Mod Code	BUS6A10 BUS6A11 BUS6A12	Level	6	Mod title	Option: • Business Project • [4]Internship (Business)	Credit value	30

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[3] The Internship module is not available to international sponsored students

[4] The Internship module is not available to international sponsored students

Mod Code		Level		Mod title		Credit value	
					• Independent Learning Module		

BA (Hons) Business Management (Entrepreneurship)

On this specialised programme, students will take the following modules (all are core modules unless otherwise stated):

Mod Code		Level		Mod title		Credit value	
Mod Code	BUS392	Level	3	Mod title	Study and Research Skills	Credit value	30
Mod Code	BUS393	Level	3	Mod title	Contemporary World	Credit value	30
Mod Code	BUS394	Level	3	Mod title	Communication	Credit value	30
Mod Code	BUS395	Level	3	Mod title	Introduction to Business Management	Credit value	30
Mod Code	BUS4A3	Level	4	Mod title	Contemporary Business Environment	Credit value	30
Mod Code	BUS4A4	Level	4	Mod title	Marketing Principles and Practice	Credit value	30
Mod Code	BUS4A5	Level	4	Mod title	People and Talent	Credit value	30
Mod Code	BUS4A6	Level	4	Mod title	Financial Knowledge and Skills for Modern Businesses	Credit value	30
Mod Code	BUS5A22	Level	5	Mod title	Organisational Leadership and Culture	Credit value	30
Mod Code	BUS5A23	Level	5	Mod title	Business Intelligence	Credit value	30
Mod Code	BUS5A24	Level	5	Mod title	Operations and Project Management	Credit value	30
Mod Code	BUS5A25	Level	5	Mod title	Business Ethics, Sustainability and Social Impact	Credit value	30
Mod Code	BUS6A3	Level	6	Mod title	Applied Business Strategy	Credit value	30
Mod Code	BUS6A6	Level	6	Mod title	Innovation and Business Planning for Entrepreneurs	Credit value	30
Mod Code	BUS6A9	Level	6	Mod title	Business Development for Entrepreneurs	Credit value	30
Mod Code	BUS6A10 BUS6A11 BUS6A12	Level	6	Mod title	Option: • Business Project • [5]Internship (Business) • Independent Learning Module	Credit value	30

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[5] The Internship module is not available to international sponsored students

Delivery Schedules

Full-time delivery [4-year with Foundation Year]

Mod Code		Mod title		Credit value		Core/option	June Intake (i.e. Term 1 or 2)	October Intake (i.e. Term 1 or 2)	February Intake (i.e. Term 1 or 2)
Mod Code	BUS392	Mod title	Study and Research Skills	Credit value	30	Core	June (Year 0)	Oct (Year 0)	Feb (Year 0)
Mod Code	BUS393	Mod title	Contemporary World	Credit value	30	Core	June (Year 0)	Oct (Year 0)	Feb (Year 0)
Mod Code	BUS394	Mod title	Communication	Credit value	30	Core	Oct (Year 0)	Feb (Year 0)	June (Year 0)
Mod Code	BUS395	Mod title	Introduction to Business Management	Credit value	30	Core	Oct (Year 0)	Feb (Year 0)	June (Year 0)
Mod Code	BUS4A3	Mod title	Contemporary Business Environment	Credit value	30	Core	June (Year 1)	Feb (Year 1)	Feb (Year 1)
Mod Code	BUS4A4	Mod title	Marketing Principles and Practice	Credit value	30	Core	June (Year 1)	Feb (Year 1)	Feb (Year 1)
Mod Code	BUS4A6	Mod title	Financial Knowledge and Skills for Modern Businesses	Credit value	30	Core	Oct (Year 1)	Oct (Year 1)	June (Year 1)
Mod Code	BUS4A5	Mod title	People and Talent	Credit value	30	Core	Oct (Year 1)	Oct (Year 1)	June (Year 1)
Mod Code	BUS5A22	Mod title	Organisational Leadership and Culture	Credit value	30	Core	June (Year 2)	Feb (Year 2)	Feb (Year 2)
Mod Code	BUS5A23	Mod title	Business Intelligence	Credit value	30	Core	June (Year 2)	Feb (Year 2)	Feb (Year 2)
Mod Code	BUS5A24	Mod title	Operations and Project Management	Credit value	30	Core	Oct (Year 2)	Oct (Year 2)	June (Year 2)
Mod Code	BUS5A25	Mod title	Business Ethics, Sustainability and Social Impact	Credit value	30	Core	Oct (Year 2)	Oct (Year 2)	June (Year 2)
Mod Code	BUS6A3	Mod title	Applied Business Strategy	Credit value	30	Core	June (Year 3)	Oct (Year 3)	Feb (Year 3)
Mod Code	BUS6A4	Mod title	Digital Marketing	Credit value	30	Optional	June (Year 3)	Feb (Year 3)	Feb (Year 3)
Mod Code	BUS6A5	Mod title	Human Resource and the Business	Credit value	30	Optional	June (Year 3)	Feb (Year 3)	Feb (Year 3)
Mod Code	BUS6A6	Mod title	Innovation and Business Planning for Entrepreneurs	Credit value	30	Optional	June (Year 3)	Feb (Year 3)	Feb (Year 3)
Mod Code	BUS6A7	Mod title	Advanced Marketing with Consumer Behaviour	Credit value	30	Optional	Oct (Year 3)	Oct (Year 3)	June (Year 3)

Mod Code		Mod title		Credit value		Core/option	June Intake (i.e. Term 1 or 2)	October Intake (i.e. Term 1 or 2)	February Intake (i.e. Term 1 or 2)
Mod Code	BUS6A8	Mod title	Applied Human Resource Management	Credit value	30	Optional	**Oct** (Year 3)	**Oct** (Year 3)	**June** (Year 3)
Mod Code	BUS6A9	Mod title	Business Development for Entrepreneurs	Credit value	30	Optional	**Oct** (Year 3)	**Oct** (Year 3)	**June** (Year 3)
Mod Code	BUS6A11	Mod title	[6]Internship (Business)	Credit value	30	Optional	**Oct** (Year 3)	**Feb** (Year 3)	**June** (Year 3)
Mod Code	BUS6A12	Mod title	Independent Learning Module	Credit value	30	Optional	**Oct** (Year 3)	**Feb** (Year 3)	**June** (Year 3)
Mod Code	BUS6A10	Mod title	Business Project	Credit value	30	Optional	**Oct** (Year 3)	**Feb** (Year 3)	**June** (Year 3)

Full-time delivery [3-year Accelerated with Foundation Year]

Mod Code		Mod title		Credit value		Core/option	June Intake (i.e. Term 1 or 2)	October Intake (i.e. Term 1 or 2)	February Intake (i.e. Term 1 or 2)
Mod Code	BUS392	Mod title	Study and Research Skills	Credit value	30	Core	**June** (Year 1)	**Oct** (Year 1)	**Feb** (Year 1)
Mod Code	BUS393	Mod title	Contemporary World	Credit value	30	Core	**June** (Year 1)	**Oct** (Year 1)	**Feb** (Year 1)
Mod Code	BUS394	Mod title	Communication	Credit value	30	Core	**Oct** (Year 1)	**Feb** (Year 1)	**June** (Year 1)
Mod Code	BUS395	Mod title	Introduction to Business Management	Credit value	30	Core	**Oct** (Year 1)	**Feb** (Year 1)	**June** (Year 1)
Mod Code	BUS4A3	Mod title	Contemporary Business Environment	Credit value	30	Core	**Feb** (Year 1)	**Oct** (Year 2)	**Oct** (Year 1)
Mod Code	BUS4A4	Mod title	Marketing Principles and Practice	Credit value	30	Core	**Feb** (Year 1)	**Oct** (Year 2)	**Oct** (Year 1)
Mod Code	BUS4A6	Mod title	Financial Knowledge and Skills for Modern Businesses	Credit value	30	Core	**June** (Year 2)	**June** (Year 1)	**Feb** (Year 2)
Mod Code	BUS4A5	Mod title	People and Talent	Credit value	30	Core	**June** (Year 2,)	**June** (Year 1)	**Feb** (Year 2)
Mod Code	BUS5A22	Mod title	Organisational Leadership and Culture	Credit value	30	Core	**Oct** (Year 2,)	**June** (Year 2)	**June** (Year 2)
Mod Code	BUS5A23	Mod title	Business Intelligence	Credit value	30	Core	**Oct** (Year 2)	**June** (Year 2)	**June** (Year 2)
Mod Code	BUS5A24	Mod title	Operations and Project Management	Credit value	30	Core	**Feb** (Year 2)	**Feb** (Year 2)	**Oct** (Year 2)

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[6] The Internship module is not available to international sponsored students

Mod Code		Mod title		Credit value		Core/option	June Intake (i.e. Term 1 or 2)	October Intake (i.e. Term 1 or 2)	February Intake (i.e. Term 1 or 2)
Mod Code	BUS5A25	Mod title	Business Ethics, Sustainability and Social Impact	Credit value	30	Core	**Feb** (Year 2)	**Feb** (Year 2)	**Oct** (Year 2)
Mod Code	BUS6A3	Mod title	Applied Business Strategy	Credit value	30	Core	**June** (Year 3)	**Oct** (Year 3)	**Feb** (Year 3)
Mod Code	BUS6A4	Mod title	Digital Marketing	Credit value	30	Optional	**June** (Year 3)	**Feb** (Year 3)	**Feb** (Year 3)
Mod Code	BUS6A5	Mod title	Human Resource and the Business	Credit value	30	Optional	**June** (Year 3)	**Feb** (Year 3)	**Feb** (Year 3)
Mod Code	BUS6A6	Mod title	Innovation and Business Planning for Entrepreneurs	Credit value	30	Optional	**June** (Year 3)	**Feb** (Year 3)	**Feb** (Year 3)
Mod Code	BUS6A7	Mod title	Advanced Marketing with Consumer Behaviour	Credit value	30	Optional	**Oct** (Year 3)	**Oct** (Year 3)	**June** (Year 3)
Mod Code	BUS6A8	Mod title	Applied Human Resource Management	Credit value	30	Optional	**Oct** (Year 3)	**Oct** (Year 3)	**June** (Year 3)
Mod Code	BUS6A9	Mod title	Business Development for Entrepreneurs	Credit value	30	Optional	**Oct** (Year 3)	**Oct** (Year 3)	**June** (Year 3)
Mod Code	BUS6A11	Mod title	[7]Internship (Business)	Credit value	30	Optional	**Oct** (Year 3)	**Feb** (Year 3)	**June** (Year 3)
Mod Code	BUS6A12	Mod title	Independent Learning Module	Credit value	30	Optional	**Oct** (Year 3)	**Feb** (Year 3)	**June** (Year 3)
Mod Code	BUS6A10	Mod title	Business Project	Credit value	30	Optional	**Oct** (Year 3)	**Feb** (Year 3)	**June** (Year 3)

Full-time delivery [3-year standard]

Mod Code		Mod title		Credit value		Core/option	October Intake (i.e. Term 1 or 2)	February Intake (i.e. Term 1 or 2)
Mod Code	BUS4A6	Mod title	Financial Knowledge and Skills for Modern Businesses	Credit value	30	Core	**Oct** (Year 1)	**June** (Year 1)
Mod Code	BUS4A5	Mod title	People and Talent	Credit value	30	Core	**Oct** (Year 1)	**June** (Year 1)
Mod Code	BUS4A3	Mod title	Contemporary Business Environment	Credit value	30	Core	**Feb** (Year 1)	**Feb** (Year 1)

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[7] The Internship module is not available to international sponsored students

Mod Code		Mod title		Credit value		Core/option	October Intake (i.e. Term 1 or 2)	February Intake (i.e. Term 1 or 2)
Mod Code	BUS4A4	Mod title	Marketing Principles and Practice	Credit value	30	Core	**Feb** (Year 1)	**Feb** (Year 1)
Mod Code	BUS5A24	Mod title	Operations and Project Management	Credit value	30	Core	**Oct** (Year 2)	**June** (Year 2)
Mod Code	BUS5A25	Mod title	Business Ethics, Sustainability and Social Impact	Credit value	30	Core	**Oct** (Year 2)	**June** (Year 2)
Mod Code	BUS5A22	Mod title	Organisational Leadership and Culture	Credit value	30	Core	**Feb** (Year 2)	**Feb** (Year 2)
Mod Code	BUS5A23	Mod title	Business Intelligence	Credit value	30	Core	**Feb** (Year 2)	**Feb** (Year 2)
Mod Code	BUS6A3	Mod title	Applied Business Strategy	Credit value	30	Core	**Oct** (Year 3)	**Feb** (Year 3)
Mod Code	BUS6A4	Mod title	Digital Marketing	Credit value	30	Optional	**Feb** (Year 3)	**Feb** (Year 3)
Mod Code	BUS6A5	Mod title	Human Resource and the Business	Credit value	30	Optional	**Feb** (Year 3)	**Feb** (Year 3)
Mod Code	BUS6A6	Mod title	Innovation and Business Planning for Entrepreneurs	Credit value	30	Optional	**Feb** (Year 3)	**Feb** (Year 3)
Mod Code	BUS6A7	Mod title	Advanced Marketing with Consumer Behaviour	Credit value	30	Optional	**Oct** (Year 3)	**June** (Year 3)
Mod Code	BUS6A8	Mod title	Applied Human Resource Management	Credit value	30	Optional	**Oct** (Year 3)	**June** (Year 3)
Mod Code	BUS6A9	Mod title	Business Development for Entrepreneurs	Credit value	30	Optional	**Oct** (Year 3)	**June** (Year 3)
Mod Code	BUS6A11	Mod title	[8]Internship (Business)	Credit value	30	Optional	**Feb** (Year 3)	**June** (Year 3)
Mod Code	BUS6A12	Mod title	Independent Learning Module	Credit value	30	Optional	**Feb** (Year 3)	**June** (Year 3)
Mod Code	BUS6A10	Mod title	Business Project	Credit value	30	Optional	**Feb** (Year 3)	**June** (Year 3)

Full-time delivery [1-year Top-up]

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[8] The Internship module is not available to international sponsored students

Mod Code	Mod Code		Mod title		Credit value	Core/option	June Intake (i.e. Term 1 or 2 or 3)	October Intake (i.e. Term 1 or 2 or 3)	February Intake (i.e. Term 1 or 2 or 3)
Mod Code	BUS6A3	Mod title	Applied Business Strategy	Credit value	30	Core	**June**	**Oct**	**Feb**
Mod Code	BUS6A4	Mod title	Digital Marketing	Credit value	30	Optional	**June**	**Feb**	**Feb**
Mod Code	BUS6A5	Mod title	Human Resource and the Business	Credit value	30	Optional	**June**	**Feb**	**Feb**
Mod Code	BUS6A6	Mod title	Innovation and Business Planning for Entrepreneurs	Credit value	30	Optional	**June**	**Feb**	**Feb**
Mod Code	BUS6A7	Mod title	Advanced Marketing with Consumer Behaviour	Credit value	30	Optional	**Oct**	**Oct**	**June**
Mod Code	BUS6A8	Mod title	Applied Human Resource Management	Credit value	30	Optional	**Oct**	**Oct**	**June**
Mod Code	BUS6A9	Mod title	Business Development for Entrepreneurs	Credit value	30	Optional	**Oct**	**Oct**	**June**
Mod Code	BUS6A10	Mod title	Business Project	Credit value	30	Optional	**Oct**	**Feb**	**June**
Mod Code	BUS6A11	Mod title	[9]Internship (Business)	Credit value	30	Optional	**Oct**	**Feb**	**June**
Mod Code	BUS6A12	Mod title	Independent Learning Module	Credit value	30	Optional	**Oct**	**Feb**	**June**

Full-time delivery [2-year Accelerated]

Mod Code		Mod title		Credit value		Core/option	October Intake (i.e. Term 1 or 2)	February Intake (i.e. Term 1 or 2)
Mod Code	BUS4A6	Mod title	Financial Knowledge and Skills for Modern Businesses	Credit value	30	Core	**Oct** (Year 1)	**June** (Year 1)
Mod Code	BUS4A5	Mod title	People and Talent	Credit value	30	Core	**Oct** (Year 1)	**June** (Year 1)
Mod Code	BUS4A3	Mod title	Contemporary Business Environment	Credit value	30	Core	**Feb** (Year 1)	**Feb** (Year 1)
Mod Code	BUS4A4	Mod title	Marketing Principles and Practice	Credit value	30	Core	**Feb** (Year 1)	**Feb** (Year 1)

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[9] The Internship module is not available to international sponsored students

Mod Code		Mod title		Credit value		Core/option	October Intake (i.e. Term 1 or 2)	February Intake (i.e. Term 1 or 2)
Mod Code	BUS5A24	Mod title	Operations and Project Management	Credit value	30	Core	**June** (Year 1)	**Feb** (Year 2)
Mod Code	BUS5A25	Mod title	Business Ethics, Sustainability and Social Impact	Credit value	30	Core	**June** (Year 1)	**Feb** (Year 2)
Mod Code	BUS5A22	Mod title	Organisational Leadership and Culture	Credit value	30	Core	**Oct** (Year 2)	**Oct** (Year 1)
Mod Code	BUS5A23	Mod title	Business Intelligence	Credit value	30	Core	**Oct** (Year 2)	**Oct** (Year 1)
Mod Code	BUS6A3	Mod title	Applied Business Strategy	Credit value	30	Core	**Feb** (Year 2)	**June** (Year 2)
Mod Code	BUS6A4	Mod title	Digital Marketing	Credit value	30	Optional	**Feb** (Year 2)	**Oct** (Year 2)
Mod Code	BUS6A5	Mod title	Human Resource and the Business	Credit value	30	Optional	**Feb** (Year 2)	**Oct** (Year 2)
Mod Code	BUS6A6	Mod title	Innovation and Business Planning for Entrepreneurs	Credit value	30	Optional	**Feb** (Year 2)	**Oct** (Year 2)
Mod Code	BUS6A7	Mod title	Advanced Marketing with Consumer Behaviour	Credit value	30	Optional	**June** (Year 2)	**June** (Year 2)
Mod Code	BUS6A8	Mod title	Applied Human Resource Management	Credit value	30	Optional	**June** (Year 2)	**June** (Year 2)
Mod Code	BUS6A9	Mod title	Business Development for Entrepreneurs	Credit value	30	Optional	**June** (Year 2)	**June** (Year 2)
Mod Code	BUS6A11	Mod title	[10]Internship (Business)	Credit value	30	Optional	**June** (Year 2)	**Oct** (Year 2)
Mod Code	BUS6A12	Mod title	Independent Learning Module	Credit value	30	Optional	**June** (Year 2)	**Oct** (Year 2)
Mod Code	BUS6A10	Mod title	Business Project	Credit value	30	Optional	**June** (Year 2)	**Oct** (Year 2)

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[10] The Internship module is not available to international sponsored students

Intended learning outcomes of the programme

Knowledge and Understanding

By the end of each Level, students will have a knowledge and understanding of:

	Level 3	Level 4	Level 5	Level 6	Level 6 (Hons)
A1	Key trends affecting the contemporary world, as well as the values and ethics driving these trends.	Internal organisational structures, functions and processes of contemporary organisations as well as the external and internal factors affecting the business environment.	Organisational leadership, culture and related organisational behaviour concepts which inform practice in contemporary organisations.	Business strategy and strategic management theories and concepts.	Business management theories, models, frameworks and academic research and communication principles to critically analyse a complex business management investigative topic or identify a real-life business issue and expand knowledge and understanding through the practical application of a business theory.
A2	The different modes of communication.	The concepts of marketing and the principles that underpin marketing techniques.	The role Business Intelligence (BI) plays in supporting businesses and their decision-making, and BI concepts and components.	The key principles of digital technologies, digital marketing tools, and digital analytics and/or the nature of strategic marketing decisions and principles	

	Level 3	Level 4	Level 5	Level 6	Level 6 (Hons)
				of consumer behaviour concepts.	
A3	The purpose, primary functions and environment of businesses and their role in society as well as the principles of successfully managing and leading individuals and teams.	The role Human Resource and People Development play in contemporary organisations, and the concepts associated with the Employee Life Cycle.	The key principles, models and approaches used by organisations in the management of their operations and projects.	The role of Human Resources in the delivery of business goals and objectives and leading change, and various aspects of workforce planning and development practices; and/or issues related to management of businesses and impact of societal and environmental developments that affect work and people.	
A4	The essential study and research skills that are required to successfully complete higher level study.	The essential financial products, financial markets, institutions and common financial terms used in modern businesses.	Theories and models related to business ethics and sustainability.	Conventions for analysing the feasibility of business ideas and for planning start-up ventures and/or various organisational approaches to achieving growth and risks associated with developing a business.	

Intellectual Skills

By the end of each Level, students will have developed the following intellectual skills:

	Level 3	**Level 4**	**Level 5**	**Level 6**	**Level 6 (Hons)**
	Management and Information				
B1	An ability to access a range of learning resources, collect and manage appropriate information from those sources, and undertake simple research tasks with appropriate support.	An ability to access a range of learning resources, collect and manage appropriate information from those sources, and undertake simple research tasks with appropriate support. An ability to select and analyse appropriate resources.	An ability to manage learning using a full range of resources for the study of business management (for example, research articles and/or original materials). An ability to select, analyse and evaluate appropriate resources.	An ability to independently manage learning using a full range of resources for the study of business management (for example, research articles and/or original materials). An ability to select, analyse and critically evaluate appropriate resources, in order to undertake research tasks with minimum guidance.	An ability to independently manage learning using a full range of resources for the study of business management (for example, research articles and/or original materials). An ability to select, analyse and critically evaluate appropriate resources, in order to undertake research tasks with minimum guidance.
	Communications				
B2	An ability to communicate appropriately (and with technical proficiency in written English) in a format relevant to the study of business management.	An ability to communicate effectively, succinctly and accurately (and with technical proficiency in written English) in a format appropriate to the study of business management.	An ability to communicate effectively, succinctly and accurately (and with technical proficiency in written English) in presenting and justifying their view in a variety of formats.	An ability to communicate effectively, succinctly and accurately (and with technical proficiency in written English) in presenting and defending their view in a variety of formats, and engage effectively in professional dialogue.	An ability to communicate effectively, succinctly and accurately (and with technical proficiency in written English) in presenting and defending their view in a variety of formats.

	Level 3	Level 4	Level 5	Level 6	Level 6 (Hons)
					An ability to engage effectively in professional dialogue.
Community building					
B3	An ability to recognise and understand the role of their immediate and wider communities and the diversity that exists in these communities.	An ability to recognise and understand the role of their immediate and wider communities and the diversity that exists in these communities. An ability to reflect on the complexities of relations within and between communities, and support in leadership.	An ability to recognise and understand the role of their immediate and wider communities and the diversity that exists in these communities. An ability to reflect on the complexities of relations within and between communities, and support and be proactive in leadership. An ability to evaluate the challenges facing community in our volatile and uncertain world.	An ability to recognise and understand the role of their immediate and wider communities and the diversity that exists in these communities, and be a champion of this diversity. An ability to reflect on the complexities of relations within and between communities, and support and be proactive in leadership. An ability to evaluate the challenges facing community in our volatile and uncertain world.	An ability to recognise and understand the role of their immediate and wider communities and the diversity that exists in these communities, and be a champion of this diversity. An ability to reflect on the complexities of relations within and between communities, and support and be proactive in leadership. An ability to evaluate the challenges facing community in our volatile and uncertain world.
Creativity and problem solving					
B4	An ability to recognise problems, identify the patterns that lie behind them, and apply ideas to bring about a resolution.	An ability to recognise problems and identify the patterns that lie behind them, whilst generating and applying ideas to bring about resolution.	An ability to evaluate problems and identify the patterns that lie behind them, whilst generating and applying ideas to bring about resolution.	An ability to critically evaluate problems and identify the patterns that lie behind them, whilst generating and applying ideas to bring about resolution.	An ability to critically evaluate problems and identify the patterns that lie behind them, whilst generating and applying ideas to bring about resolution.

	Level 3	Level 4	Level 5	Level 6	Level 6 (Hons)
			An ability to recognise the complexity of the creative process and work to include others in the search for resolutions.	An ability to recognise the complexity of the creative process and work to include others in the search for resolutions.	An ability to recognise the complexity of the creative process and work to include others in the search for resolutions.
			Self-awareness		
B5	An awareness of their own character and an understanding of how their unique set of emotions, desires and motives influence their interactions with their communities.	An awareness of their own character and an understanding of how their unique set of emotions, desires and motives influence their interactions with their communities.	An awareness of their own character and an understanding of how their unique set of emotions, desires and motives influence their interactions with the world.	An awareness of their own character and an understanding of how their unique set of emotions, desires and motives influence their interactions with the world.	An awareness of their own character and an understanding of how their unique set of emotions, desires and motives influence their interactions with the world.
	An ability to identify own strengths and weaknesses and to comprehend the pathway towards becoming an independent learner	An ability to evaluate own strengths and weaknesses and take responsibility for own learning, with appropriate support.	An ability to evaluate own strengths and weaknesses, challenge received opinion and feedback, and take responsibility for own learning with minimum support.	An ability to evaluate own strengths and weaknesses, challenge received opinion and feedback, and take responsibility for own learning.	An ability to evaluate own strengths and weaknesses, challenge received opinion and feedback, and take responsibility for own learning.
	An ability to recognise feedback and learn to appreciate its value.	An ability to respond to feedback professionally and objectively.	An ability to seek feedback from associates and an ability to deal with this information objectively and professionally.	An ability to seek feedback from associates and an ability to deal with this information objectively and professionally.	An ability to seek feedback from associates and an ability to deal with this information objectively and professionally.
	An ability to recognise their levels of confidence and resilience.	An ability to recognise their levels of confidence and resilience, and take			An ability to take positive steps to overcome confidence and resilience

	Level 3	Level 4	Level 5	Level 6	Level 6 (Hons)
		positive steps to overcome deficits.	An ability to take positive steps to overcome confidence and resilience deficits, and adopt a positive outlook.	An ability to take positive steps to overcome confidence and resilience deficits, and to maintain a positive outlook. By being in touch with their own journey of growth and self-development, an ability to be a strength and support to others on that journey.	deficits, and to maintain a positive outlook. By being in touch with their own journey of growth and self-development, an ability to be a strength and support to others on that journey.

Subject Skills

By the end of each Level, students will have developed the following subject-specific skills:

	Level 3	Level 4	Level 5	Level 6	Level 6 (Hons)
C1	The ability to recall knowledge and explain issues which relate to common areas of study and/or (more specifically) to business management.	The ability to identify, enquire, and explain issues which relate to substantive areas of business management.	The ability to identify, enquire, analyse and evaluate issues which relate to substantive areas of business management, and the ability to make decisions in complex contexts.	The ability to identify, enquire, critically analyse and critically evaluate issues which relate to substantive areas of business management, and the ability to make decisions in complex and unpredictable contexts.	The ability to identify, enquire, critically analyse and critically evaluate issues which relate to substantive areas of business (to include optional pathway studies), and the ability to make decisions in complex and unpredictable contexts.
C2	The ability to explain appropriate business	The ability to apply appropriate business	The ability to apply appropriate business	The ability to apply appropriate business	The ability to apply appropriate business

	Level 3	Level 4	Level 5	Level 6	Level 6 (Hons)
	management concepts, principles, rules, models and/or techniques that apply to public and private businesses, and to communicate such explanation effectively using appropriate written, verbal, audio-visual or electronic format.	management concepts, principles, rules, models and/or techniques to analyse issues which relate to substantive areas of public and private businesses, and to communicate such analysis effectively using appropriate written, verbal, audio-visual or electronic format.	concepts, principles, rules, models and/or techniques to critically analyse and evaluate issues which relate to substantive areas of public and private businesses, and to communicate such analysis and evaluation effectively using appropriate written, verbal, audio-visual or electronic format.	management concepts, principles, rules, models and/or techniques to critically analyse and evaluate issues which relate to substantive areas of business management, and to communicate such analysis and evaluation effectively using appropriate written, verbal, audio-visual or electronic format.	concepts, principles, rules, models and/or techniques to critically analyse and evaluate issues which relate to substantive areas of public and private businesses, and to communicate such analysis and evaluation effectively using appropriate written, verbal, audio-visual or electronic format.
C3	The ability to identify and explain the relevant issues and apply knowledge to provide evidenced conclusions to problems in substantive areas of business management.	The ability to identify and explain the relevant issues and apply knowledge to provide evidenced conclusions to complex problems (actual or hypothetical) in substantive areas of public and private business.	The ability to identify and evaluate the relevant issues and apply knowledge to provide evidenced conclusions to complex problems (actual or hypothetical) in substantive areas of public and private business.	The ability to identify, enquire, critically analyse and critically evaluate issues which relate to substantive areas of business (to include optional pathway studies), and the ability to make decisions in complex and unpredictable contexts.	The ability to identify and evaluate the relevant issues and apply knowledge to provide evidenced conclusions to complex problems (actual or hypothetical) in substantive areas of public and private business.
C4	The ability to describe and explain the main types of business institutions and personnel, and the	The ability to explain how business is subject to the ethics and values of those who make and apply them.	The ability to explain how business is subject to the ethics and values of those who make and apply it, and the ability to identify	The ability to critically explain how business is subject to the ethics and values of those who make and apply it, and	The ability to critically explain how business is subject to the ethics and values of those who make and apply it, and the ability

	Level 3	Level 4	Level 5	Level 6	Level 6 (Hons)
	interrelations between them.		ethical questions and dilemmas which relate to substantive areas of public and private business and select appropriate solutions.	the ability to identify ethical questions and dilemmas which relate to substantive areas of public and private business and select appropriate solutions.	to identify ethical questions and dilemmas which relate to substantive areas of public and private business and select appropriate solutions.
C5	The ability to use a range of secondary business sources.	The ability to retrieve and use a range of primary and secondary business sources.	The ability to undertake simple research tasks with appropriate supervision.	The ability to undertake independent and self-directed research with minimum supervision.	The ability to undertake independent and self-directed research, to include: identification of the issues, and the retrieval and evaluation of relevant broad-ranging primary and secondary sources.

Practical, Professional and Employability Skills

By the end of each Level, students will have developed the following practical, professional and employability skills:

	Level 3	Level 4	Level 5	Level 6	Level 6 (Hons)
D1	The ability to apply the basic stages of the process of academic research: find, identify, examine and use appropriate academic	The ability to apply a range of tools to analyse the internal and external environments of contemporary organisations.	The ability to set personal goals to improve one's own capabilities to manage self and lead others in a professional context.	The ability to conduct a strategic audit of an organisation and provide recommendations for a sustainable strategy for the organisation, and	The ability to apply a range of tools to research, analyse and/or evaluate a business management issue/topic and to use theoretical

	Level 3	Level 4	Level 5	Level 6	Level 6 (Hons)
	sources; cite and reference sources using appropriate conventions.			produce an implementation plan.	concepts to interpret the issue/topic and/or to recommend practical solutions.
D2	The ability to explain key business terminology and use a range of academically relevant vocabulary in grammatically accurate sentences.	The ability to apply and adapt a range of marketing concepts and tools to satisfy customer needs and business goals in various scenarios.	The ability to interpret and present data and information to support decision-making.	The ability to apply a range of tools to develop responsible, sustainable and ethical marketing campaigns and/or strategies.	
D3	The ability to process simple raw datasets and perform basic forms of data analysis.	The ability to apply appropriate techniques to resolve issues or promote good practice in various scenarios 'within' the Employee Life Cycle.	The ability to design project plans using suitable software.	The ability to select, apply and evaluate techniques to solve problems, conduct workplace investigations or promote good practice in a range of authentic situations encountered by HR practitioners in the first few years of their careers.	
D4	The ability to apply the key skills required to gain employment and perform in a	The ability to complete basic financial tasks using technological	The ability to recommend solutions to contemporary ethical and sustainability-	The ability to produce a feasibility study on a business idea, business plan and to deliver a	

	Level 3	Level 4	Level 5	Level 6	Level 6 (Hons)
	professional environment.	solutions where appropriate.	related issues in business management.	business pitch and/or create a business growth plan.	

Learning and teaching strategy

Students will experience a variety of learning and teaching methods. Most modules are delivered through lectures, seminars and workshops.

Lectures provide a broad outline structure for each topic to be covered. Lectures offer a good way of covering a lot of information and, more importantly, of conveying ideas to many people at once.

Seminars enable students to undertake directed self-study and to answer questions and solve problems which are set by the lecturer. Students will present their answers and solutions within the seminar group. Seminars enable students to explore further the topics introduced in the lectures.

Workshops follow on from lectures and seminars. They are designed to enable students to work within a small group to perform set tasks (e.g. working on an exercise or case study). They reinforce proactive learning by providing opportunities for discussion and interaction.

The seminar/workshop groups are small, thereby enabling students to develop a deep understanding.

Learning and teaching approaches and resources support increasing independence and critical learning across the levels. Such approaches include technology-based learning, designed to offer a holistic learning experience for students by embedding the development of student Digital Literacies (DL). The definition of the term DL is adopted from JISC: 'the capabilities which fit someone for living, learning and working in a digital society'. The programme employs IT Infrastructure to create an educational environment in which students are in control of their learning experience during contact hours and beyond. At the centre of the DL agenda is the provision of Learning Technology services and a range of activities that enable students to develop a range of skills and experience in using information systems and tools that can be useful beyond the boundaries of the programme. Outside of face-to-face teaching, student interaction and engagement continues through the Virtual Learning Environment (VLE). Driven by the Centre for Excellence in Teaching and Learning (CETL) and the Learning Technology team, the DL agenda is applied through a range of activities such as using MS Teams and other learning technology applications as a forum for classroom discussions and (a)synchronous activities.

More specifically, the programme includes the use of:

- Online libraries and databases for gaining access to full-text journal articles and eBooks.
- Communication means provided through the VLE and learning technology applications.
- Online group-work, for planning, developing, improving, submitting and reflecting on collaborative work completed as part of the programme.
- Assessment and feedback tools such as Multiple Choice Tests/Quizzes, Turnitin and the VLE's Gradebook – enabling timely and detailed feedback on student work.
- Web-based Office 365 for creating and sharing documents, utilising the calendar, storing files, communicating with peers and teachers.

It is through Bloomsbury Institute's Let's Grow programme, as well as within the curriculum, that students develop the practical, professional and employability skills set out within Section 9 above.

Let's Grow is embedded within the curriculum (i.e. it forms a part of specified modules). In addition, it takes place outside the curriculum through the provision of personal, academic and career development opportunities.

The aims of the Let's Grow programme are:

- To enable students to communicate their skills and experiences effectively to a range of audiences from employers to investors.
- To actively encourage students to take on opportunities, provided by the Institute, to develop and apply a wide range of employability skills.
- To provide students with a global outlook, international opportunities and up-to-date analysis of the UK and international job market.
- To promote, encourage and reward work-related learning.
- To continue to build and create new key partnerships with employers, professional bodies and postgraduate study providers.
- To reward students taking ownership of their career development and student-centred interventions.

Bloomsbury Institute's Centre for Community Engagement and Learning connects the Institute (and staff and students) with local communities and global partners through experiential learning, research and civic engagement.

Some of the Centre's activities link into the Let's Grow programme, and provides students with the opportunity to participate in Bloomsbury Institute's in-house Law Clinic and Radio.

See Section 18 below for more information about the Let's Grow programme and the Centre for Community Engagement and Learning.

The Wrexham Glyndwr Graduate

At both Glyndŵr University and Bloomsbury Institute we aim to help students develop and enhance key employability skills and capabilities during their study. There are three key areas with different attributes, attitudes and skillsets and the aim is to help students have the opportunity to enhance and develop skills such as resilience, adaptability, confidence, team working, emotional intelligence and communication, creativity and acting ethically and sustainably. Programmes are designed to enable students to develop and enhance these skills via module content, module learning outcomes and assessment opportunities. Each module will help provide different opportunities for developing and enhancing these capabilities.

Bloomsbury Institute's Centre for Student Engagement, Wellbeing and Success (SEWS) is available to provide information, advice and guidance and access to resources for potential students, current students and graduates.

The SEWS team can support students with employability and interview skills.

See Section 18 below for further information about the support provided to students by Bloomsbury Institute, in particular through the Let's Grow programme and the Centre for Community Engagement and Learning.

Work based/placement learning statement

Students have the option of completing a 30-credit Internship module, however this is not available to international sponsored students.

General

The Internship module creates a framework to help students gain the type of skills and experience which are required to undertake work in an organisation.

Students are required to complete 200 hours of work experience.

Bloomsbury Institute will help students in the search for an internship, but it is ultimately the student's responsibility to finally secure a place. The nature of the role needs to be of relevance to the degree and a Workplace Supervisor will be appointed in order to facilitate the assessment. Consequently, the proposed internship needs to be evaluated and approved by Bloomsbury Institute before it can start.

The Internship Proposal and Learning Agreement

A contract of expectations (an Internship Proposal and Learning Agreement) will be arranged between the student, the student's internship employer and Bloomsbury Institute. This will be based upon the type of experience the student will gain from the internship. It can take the form of wide experience in a small business or departmental work within a larger organisation. In either situation, the emphasis will be on a relationship which has positive outcomes for both the student and the student's internship employer.

The student is expected to become fully involved in the operational work of an organisation and to be received as a team member in a work situation. Where possible, the student will be offered training opportunities by their internship provider.

The Internship Proposal and Learning Agreement will be constructed around the internship which will detail the internship tasks and responsibilities for each party.

The approval process

Bloomsbury Institute needs to approve the proposed internship before it starts. This is because the Institute has a responsibility for: (i) ensuing the learning opportunities provided to the student during their internship will enable the student to demonstrate achievement of the learning outcomes; and (ii) undertaking a due diligence exercise to ensure the student's employer is suitable.

The internship approval process requires the student and their proposed employer to complete the Internship Proposal and Learning Agreement Form. The student's proposed employer is also required to submit documentation as part of the due diligence exercise. The required documentation is set out in the Form.

The student is required to send the completed form and documentation to the Bloomsbury Institute Employability Support Officer at least four weeks before the start of the internship. Bloomsbury Institute will evaluate the proposed internship to decide whether or not to approve it.

Employers and Bloomsbury Institute have a legal duty under the Equality Act 2010 to ensure that students on an internship are not discriminated against. As part of the due diligence exercise, Bloomsbury Institute asks the student's proposed employer if they are aware of this duty and if they will ensure they comply with it.

Bloomsbury Institute will respond to any formal complaint which a student makes about any form of discrimination that takes place whilst undertaking an internship.

In addition, employers have a legal obligation to provide students with a safe working environment. As part of the due diligence exercise, Bloomsbury Institute asks for a copy of

the proposed employer's Health and Safety Policy and a copy of their employer's liability insurance policy. Bloomsbury Institute also asks the proposed employer to confirm that their insurance policy will cover the student during their internship.

Bloomsbury Institute support

- An Introductory Workshop is held outlining what the module involves, the relevant paperwork required and explanations of assessment
- A personal meeting structure is built between the student, the Bloomsbury Institute Module Lead and the Bloomsbury Institute Employability Support Officer, to attain and setup the internship
- The level of Bloomsbury Institute Module Lead contact time will be determined by the student's proposal and their internship employer's requirements, and will be designed to meet both professional and academic needs
- A study plan will be produced by the student and agreed by the Bloomsbury Institute Module Lead at the commencement of the module
- The student will be visited by the Bloomsbury Institute Module Lead during their internship in order to ensure that expectations around the internship contract are being fulfilled

Support and monitoring

Once the internship starts, the Bloomsbury Institute Module Lead will monitor and support the student during their internship. The student will also be supported throughout their internship by the Bloomsbury Institute Employability Support Officer. The student's internship employer will appoint a Workplace Supervisor.

Bloomsbury Institute Module Lead

The Bloomsbury Institute Module Lead will be responsible for:

- Reading and commenting upon the student's reflective log
- Offering guidance and advising in the preparation of the final report
- Maintaining contact as necessary to discuss the student's progress and any problems that may arise
- Being available to respond to additional email enquiries and for short meetings if needed
- Discussing the report with the student - the Bloomsbury Institute Module Lead will be responsible for marking the work on completion

Visits

The Bloomsbury Institute Module Lead will visit the student's workplace to guide the student in setting and measuring personal objectives, to discuss progress and to help with any difficulties that may arise. If the student is working overseas, the visit will be replaced by a Teams conference call.

Bloomsbury Institute Employability Support Officer

The Bloomsbury Institute Employability Support Officer will be the student's first point of contact for any queries or issues regarding the internship, or if the student is in need of any support or guidance.

Workplace Supervisor

The student's internship employer will be briefed on their role and on the learning outcomes. They will allocate an appropriate mentor for the student while completing their internship (referred to as the Workplace Supervisor). The Workplace Supervisor's role is:

- To help the student understand the business/organisation
- To help the student in their role, to provide mentoring and to assist in the development of their skills
- To provide an assessment of work experience attributes, which is an important part of their degree

The student can arrange regular short meetings with their Workplace Supervisor throughout their internship and ask about his/her comments with regards to their progress.

Welsh medium provision

The programmes will be delivered through the medium of English and all students will submit assessments in the medium of English.

Assessment strategy

There is alignment between the learning and teaching strategy (see Section 10 above), summative assessment methods, and programme and module learning outcomes.

Bloomsbury Institute's assessment strategy provides that:

- Students are clearly informed about the learning outcomes for an individual module, together with the learning outcomes for each level (where appropriate) and the course as a whole
- Appropriate learning and teaching methods are used which are likely to ensure that the learning outcomes are achieved
- Students demonstrate the achievement of learning outcomes through summative assessment, and students are assessed in a clear, fair and transparent way

The assessment methods vary according to modules being studied at core and option level. Each summative assessment requires evidence that the student has achieved the specific learning outcomes of the module and the broader learning outcomes of the course.

Formative assessment is used to inform students on their individual performance, and to inform academic staff on how students within a particular group are performing individually and collectively. This qualitative data enables module tutors to adapt their teaching and learning methods as required, and also enables additional academic skills and learning support to be provided as required.

Summative assessment includes a mix of the types below (depending on a student's chosen options):

- Coursework
- Report
- Individual/group presentation/pitch
- Digital poster presentation
- Case study
- Portfolio
- Reflective learning paper/learning log/reflective practice
- In-class test

- Oral assessment
- Project
- Simulation
- Podcast
- Literature review
- Discussion forum

Note: A portfolio is divided into a number of tasks that could take one or more formats, e.g. in-class test, essay, report, presentation, simulation, podcast etc.

Module code & title	Assessment type and weighting	Indicative submission date
BUS392 Study and Research Skills	20% Coursework 30% Presentation 50% Portfolio	Wk 5 Wk 9 Wk 12
BUS393 Contemporary World	20% Oral Assessment 30% Report 50% Learning logs/journals	Wk5 Wk6 Wk11
BUS394 Communication	30% Oral Assessment 50% Project 20% Group Project	Wk5 Wk10 Wk11
BUS395 Introduction to Business Management	40% In-class Test 60% Portfolio	Wk6 Wk11
BUS4A3 Contemporary Business Environment	40% Portfolio 60% Poster Presentation	Wk 8 Wk 11
BUS4A4 Marketing Principles and Practice	50% Portfolio 50% Group Project	Wk 6 Wk 11
BUS4A5 People and Talent	50% In-class Test 50% Simulation	Wk 8 Wk 12
BUS4A6 Financial Knowledge and Skills for Modern Businesses	70% Portfolio 30% Report	Wk 9 Wk 12
BUS5A22 Organisational Leadership and Culture	70% Case Study 30% Reflective Practice	Wk 8 Wk 12
BUS5A23 Business Intelligence	50% Report 50% Presentation	Wk 9 Wk 12
BUS5A24 Operations and Project Management	50% In-class Test 50% Project	Wk 7 Wk 12
BUS5A25 Business Ethics, Sustainability and Social Impact	70% Portfolio 30% Project	Wk 8 Wk 12
BUS6A3 Applied Business Strategy	40% Literature Review 60% Report	Wk 7 Wk 12
BUS6A4 Digital Marketing	40% Written Assignment 60% Simulation	Wk 8 Wk 12
BUS6A5 Human Resource and the Business	70% Portfolio 50% Presentation	Wk 8 Wk 11
BUS6A6 Innovation and Business Planning for Entrepreneurs	50% Report 50% Portfolio	Wk 8 Wk 11

Module code & title	Assessment type and weighting	Indicative submission date
BUS6A7 Advanced Marketing with Consumer Behaviour	50% Portfolio 50% Group Project	Wk 8 Wk 12
BUS6A8 Applied Human Resource Management	50% Coursework 50% Portfolio	Wk 7 Wk 12
BUS6A9 Business Development for Entrepreneurs	50% Portfolio 50% Report	Wk 7 Wk 12
BUS6A10 Business Project	10% Research Proposal 90% Project	Wk 0 Wk 12
BUS6A11 Internship (Business)[11]	70% Written Assignment 30% Reflective Practice	Wk 10 Wk 12
BUS6A12 Independent Learning Module	20% Written Assignment 80% Written Assignment	Wk 8 Wk 12

Assessment and award regulations

Derogations

There will be no derogations however amendments will be applied to Glyndŵr University's Regulations to reflect the proposed 30 credit modular framework.

Non Credit Bearing assessment

N/A

Borderline Classifications (Undergraduate programmes)

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.

Ordinary Degrees

Successful completion of 120 credits at Level 4, 120 credits at Level 5 and 60 credits at Level 6 entitles the student to the exit award of BA (Ord) Business Management.

There are no specific requirements with regards to the modules that must be completed.

Accreditation

Full details on professional body accreditation is set out above.

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[11] The Internship module is not available to international sponsored students

Quality Management

All provision will comply with Glyndŵr University's regulations, policies and procedures for quality assurance, the QAA Quality Code and any specific PSRB requirements to ensure the quality of the learning and teaching on the programme. The University uses the following mechanisms to help evaluate, enhance and review programme delivery:

- Student Evaluation of Module forms
- Student Voice Forum
- Individual student feedback
- Student representatives
- Annual Monitoring reports
- Periodic review and re-validation process
- External Examiner reports
- PSRB requirements and accreditation activities
- National Student Survey (NSS)

Bloomsbury Institute has several methods for the monitoring and evaluation of academic quality and standards, and enhancing the students' educational experience, which will supplement rather than replace those of Glyndŵr University. These methods (that also includes specific reference to those of Glyndŵr University) include:

Student Representatives

Student Representatives are central to Bloomsbury Institute's student voice mechanisms. Student Representatives receive training in how to carry out their duties and there is a Student Representatives Training Manual. As well as their formal input being listened to in Bloomsbury Institute's Board of Directors, Academic Committee, Quality Assurance and Enhancement Committee, Course Committees, and Student Staff Consultative Forum, there is also on-going 'informal' interaction with the Student Representatives. Bloomsbury Institute has drop-in sessions and allows matters to be raised, and dealt with, more promptly.

Collective student voice: committee representation

Bloomsbury Institute has a formal committee structure which is supported by the Senior Management and Leadership Team (SMLT). The SMLT meets every month (except August and either December or January) to ensure effective operational and strategic management and leadership. Bloomsbury Institute's committee structure comprises the following:

- Academic Committee, the senior committee, with external academic representation and student representation
- Quality Assurance and Enhancement Committee (QAEC), the intermediate committee with external academic representation and student representation
- Course Committees, which have student representation
- Student Staff Consultative Forum

The Academic Committee is the parental committee. The QAEC undertakes a supervisory role on behalf of the Academic Committee, and is under the direct control of the Academic Committee.

Individual student voice: Student Module Evaluation Questionnaires (SMEQs)

One key element of Bloomsbury Institute's annual academic evaluation cycle is the Student Module Evaluation Questionnaires (SMEQs). The results from the SMEQs are collated and

commented on by Module Leaders in the Module Monitoring Reports (MMRs) and then subsequently, by Course Leaders, in Annual Monitoring and Evaluation Reports (AMERs).

Individual student voice: additional student surveys

Besides the SMEQs, Bloomsbury Institute conducts additional student surveys throughout the year.

AMERs

The Annual Monitoring and Evaluation Report (AMER) is the principal instrument for the routine monitoring of the programme. The AMER provides comprehensive and reliable evidence on the quality and standards of Bloomsbury Institute's academic provision, and on factors that impact upon that provision. It provides intelligence on current and possible future developments within a Course Team's academic or professional community and across the college.

Standardisation, moderation and grade distribution analysis

Mechanisms are in place to ensure reliable standardisation, moderation and grade distribution analysis on the programme.

Glyndŵr University's Assessment Regulations and any associated policies and procedures will be fully applicable.

Bloomsbury Institute holds standardisation meetings at module level. Through these meetings, Module Leaders and Module Tutors agree grades for a sample of scripts before the marking starts. At the end of each academic year, Module Leaders analyse the grade distribution of each assessment and the overall module grades in Module Monitoring Reports and set relevant actions (when/if required).

For modules at Level 5 and above and for specified Level 4 modules (as required by the professional bodies), formal feedback is obtained from the External Examiners that are appointed and managed by Glyndŵr University. The External Examiners will visit at least once per academic year to examine various aspects of the programme and submit a written report at the end of each academic year. The external examiner element is not only for moderation and evaluation; it is also developmental.

Glyndŵr University's policies and procedures (and those of Bloomsbury Institute) ensure adherence to the following processes:

- Assessment briefs are designed internally, and moderated and internally verified by an internal academic member of staff. For modules at Level 5 and above the briefs are subject to approval by an external examiner appointed by Glyndŵr University. The same applies to the assessment briefs for specified Level 4 modules, as required by the professional bodies.
- Assessments are internally marked and moderated. Prior to commencing marking, the internal marking team hold a markers' meeting to clarify standards (the standardisation process); this involves marking a sample of scripts to ensure consistency and accuracy of marking across the team.
- External examiners moderate a sample of assessments for modules at Level 5 and Level 6, and also at Level 4 if required by a professional body.

External examiner reports are submitted to Glyndŵr University and will be considered by Glyndŵr University's Teaching Quality Committee. The external examiner reports are also considered by Bloomsbury Institute quality and academic committees for consideration and action as required.

The Programme Team review and revise modules to ensure alignment with the QAA Framework for Higher Education Qualifications (FHEQ), appropriate QAA Subject Benchmarks and professional body requirements. Any proposed revisions are subject to the approval of Glyndŵr University.

Academic staff develop their subject knowledge and pedagogic expertise through attendance at conferences and in-house staff-development events. Staff also undertake a proactive role in the development of learning, teaching and assessment strategies. Staff also attend and contribute to Bloomsbury Institute's annual Teaching and Learning Conference.

Full-time and fractional academic staff are members of Advance HE and (where applicable) other professional bodies. Staff undertake the role of external examiner at other higher education institutions. Staff also engage in research through Bloomsbury Institute's Centre for Research and Enterprise. All academic staff engage in scholarship.

External Indicators of Quality

- Regular evaluation of the programme to ensure alignment with the QAA Framework for Higher Education Qualifications, appropriate QAA Subject Benchmarks and professional body requirements.
- Bloomsbury Institute is regulated by the Office for Students.
- The programme is reviewed annually and periodically.
- External examiners are appointed by Glyndŵr University to assure the quality of the assessment process.
- The National Student Survey enables final year undergraduates to provide quality feedback on the Programme.

Internal Indicators of Quality

- Annual monitoring and evaluation of the Programme and modules against a number of internal indicators of quality, in accordance with Glyndŵr University's Annual Programme Monitoring procedures (and in addition to those of Bloomsbury Institute).
- Data in relation to student continuation and achievement, equality and diversity, and student satisfaction are considered throughout the year. The data is analysed in relation to trends, averages and any known competitor performance to ensure that standards are being maintained.
- Academic Committee which includes external academic members and student representation.
- Quality Assurance and Enhancement Committee which includes external academic members and student representation.
- Course Committees which include student representation.
- Feedback provided through the Student Staff Consultative Forum.
- Other student feedback mechanisms throughout the student journey, from enrolment through to graduation.
- Assessment Boards (that are convened by Glyndŵr University) which include external examiners.
- Assessment processes including standardisation and moderation.
- Processes for the approval and modification of the programme and modules.

- Processes for monitoring teaching quality including peer observation, managed observation, and staff induction and training.

Support for Students

This section is structured as follows:

- Bloomsbury Institute's corporate value of 'be inclusive': ***Corporate values***
- Teaching facilities available to students: ***Teaching, library and IT facilities: Birkbeck College and Bloomsbury Institute***
- Student introduction to all sources of support: ***Induction programme***
- Embedding student Digital Literacies within the curriculum: ***Digital Literacies***
- General sources of support: ***Academic Support*** and ***Professional Services Support***
- Employment, enterprise and personal success for life: ***Let's Grow programme*** and the ***Centre for Community Engagement and Learning***

Corporate values

One of Bloomsbury Institute's five corporate values is 'Be inclusive: Welcome difference as a source of strength and enrichment'.

Depending on their individual circumstances and needs, each student will have access to a variety of sources of support for learning, career and progression opportunities. Many of these sources of support are formally accessed by students as part of the Let's Grow programme (see below), although students have access to such support within or outside the Let's Grow programme.

Teaching, library and IT facilities: Birkbeck College and Bloomsbury Institute

Bloomsbury Institute's teaching takes place within Birkbeck College and within Bloomsbury Institute's own buildings.

Students at Level 4 and above have access to Birkbeck College's library.

All students have access to Bloomsbury Institute's online library that includes full-text journal articles and eBooks.

Bloomsbury Institute provides students with access to IT and printing facilities.

All students are provided with WiFi access (through Eduroam) and an @bil.ac.uk email address.

Induction programme

Students participate in an induction programme. This introduces them to the requirements of the programme and provides an opportunity to receive all the relevant programme documentation, to acquaint themselves with the available facilities and environs, and to discuss requirements and expectations of the programme.

The induction programme includes:

- Information about Bloomsbury Institute, including Bloomsbury Institute's values
- Introduction to Glyndŵr University and its regulations, policies and procedures
- Introduction to Birkbeck College facilities

- Campus tours
- Meetings with academic and professional support services teams
- IT and Learning Technology inductions
- Signposting of ongoing support and information sources

Digital Literacies

The programme is designed to offer a holistic learning experience for students by embedding the development of student Digital Literacies (DL). The definition of the term DL is adopted from JISC: 'the capabilities which fit someone for living, learning and working in a digital society'. The programme employs IT Infrastructure to create an educational environment in which students are in control of their learning experience during contact hours and beyond. At the centre of the DL agenda is the provision of Learning Technology services and a range of activities that enable students to develop a range of skills and experience in using information systems and tools that can be useful beyond the boundaries of the programme. Outside of face-to-face teaching, student interaction and engagement continues through the Virtual Learning Environment (VLE). Driven by the Centre for Excellence in Teaching and Learning (CETL) and the Learning Technology team, the DL agenda is applied through a range of activities such as using MS Teams and other learning technology applications as a forum for classroom discussions and (a)synchronous activities.

More specifically, the programme includes the use of:

- Online libraries and databases for gaining access to full-text journal articles and eBooks.
- Communication means provided through the VLE and learning technology applications.
- Online group-work, for planning, developing, improving, submitting and reflecting on collaborative work completed as part of the programme.
- Assessment and feedback tools such as Multiple Choice Tests/Quizzes, Turnitin and the VLE's Gradebook – enabling timely and detailed feedback on student work.
- Web-based Office 365 for creating and sharing documents, utilising the calendar, storing files, communicating with peers and teachers.

Academic Support

Course Leader, Module Leader and Module Tutor support

Academic support is provided outside of formal contact hours by academics who teach and manage the programme.

Personal Tutoring

The Personal Tutoring (PT) scheme provides additional guidance and support to students. Students have an opportunity to regularly meet with their peers and staff members in a less formal atmosphere than the classroom. PT includes a combination of group and one-to-one sessions in which students discuss their course, their experiences at Bloomsbury Institute, raise issues, ask questions and receive pastoral support.

Learning Enhancement

Learning Enhancement provides students with free support, guidance and tuition in all areas of academic skills and English language. The service is aimed to improve academic performance, regardless of existing level: good students who want to be excellent ones are catered for equally as struggling students who want to achieve a pass level result.

The following services are available:

- One-to-Ones: Students can book a one-to-one to discuss specific study skills areas (e.g. paraphrasing, using references), or for help to prepare for an assessment.
- Presentation Feedback: Designed to build students' confidence and provide friendly feedback on a presentation before an assessment.
- Assessment Feedback: Students can email their written assignment at least 5 days before the due date, and written feedback will be provided on how to improve.
- Tea & Chat: This weekly informal session provides students with the opportunity to discuss current affairs in a friendly atmosphere. Students can develop critical thinking, become a more confident speaker, and meet students from other classes.
- Request a Workshop: If a few students would like some help on a particular issue, then they can request a workshop on their chosen study skills topic.
- Online Study: Students can improve their academic ability by visiting the Learning Enhancement VLE page. Students can also request for a mini online course to be created on a specific area.

Professional Services Support

<u>*Centre for Student Engagement, Wellbeing and Success: pastoral support*</u>

Bloomsbury Institute's Centre for Student Engagement, Wellbeing and Success (SEWS) ensures that throughout their studies, students are engaged and successful. SEWS provides advice on housing, finance, disability support and career development.

SEWS provides a good opportunity for students to reflect on what skills they may need to acquire in order to progress in their studies and to find employment at the end of their degree.

<u>*Equal opportunities and disability support*</u>

Bloomsbury Institute takes into account the needs of individual students and the diversity of the student body with regards to enabling student development and achievement. This is articulated in Bloomsbury Institute's Equality, Diversity and Inclusion Policy, and the Disability Policy. Bloomsbury Institute ensures that those with a disability, specific learning difficulty or long-term health condition are not prevented from benefitting from higher education. Bloomsbury Institute's Disability Team works closely with academics and professional support services to ensure students with a disability, specific learning difficulty or long-term health condition have access to the same opportunities as their peers.

<u>*IT support*</u>

Bloomsbury Institute's IT Helpdesk provides students with face-to-face IT support. Students can also use the online portal (www.bil.ac.uk/itsupport) to submit support requests through a digital ticketing system. Every support request is assigned a unique ticket number that can be used to track the progress and responses online.

Online IT Help and Support Guides are available at: www.bil.ac.uk/itsupport/kb. These Help and Support Guides cover areas such as email access, wireless internet access, password changes and problems, printing, scanning, online library access and VLE access.

Let's Grow programme

The Let's Grow programme for employment, enterprise and personal success for life is designed to promote a person-centred approach to personal and professional development.

This ensures that students are well-prepared to take on the challenges of postgraduate study, employment, self-employment or entrepreneurship, and lead lives that are rewarding and constructive.

The aims of the Let's Grow programme are:

- To enable students to communicate their skills and experiences effectively to a range of audiences from employers to investors.
- To actively encourage students to take on opportunities, provided by the Institute, to develop and apply a wide range of employability skills.
- To provide students with a global outlook, international opportunities and up-to-date analysis of the UK and international job market.
- To promote, encourage and reward work-related learning.
- To continue to build and create new key partnerships with employers, professional bodies and postgraduate study providers.
- To reward students taking ownership of their career development and student-centred interventions.

Let's Grow is embedded within the curriculum (i.e. it forms a part of specified modules). In addition, it takes place outside the curriculum through the provision of personal, academic and career development opportunities.

These extra-curricular opportunities include the following:

Enhancing academic knowledge

Extramural lectures

Bloomsbury Institute's location in the centre of London's university district provides a stimulating context for student learning. Students can greatly benefit from the experience of attending online lectures, talks and presentations by accomplished academics from other places of learning and from fields beyond their own subject area.

By engaging with these extramural lectures, students will discover how their own studies can relate to the wider world and how their own learning can be enhanced by exposure to the ideas of others.

Bloomsbury Institute External Speakers Programme

Bloomsbury Institute's External Speakers Programme offers students the opportunity to hear from leading figures from their areas of study to enhance their learning and build networks in the fields in which they may one day be employed.

Skills development

Peer Assisted Learning (PAL)

Peer Assisted Learning (PAL) is an internationally recognised scheme based on research indicating that students benefit academically from peer learning. Bloomsbury Institute's trained and accredited members of staff train students to lead supplementary study sessions for students studying in the year below themselves.

These study sessions are offered on selected modules in addition to regular classes and are focused on helping students to master the material they study during lectures, workshops and seminars.

Becoming one of Bloomsbury Institute's trained students, and leading a study session, is an excellent way for students to develop graduate employability skills such as group working, autonomy, communication and problem-solving.

Employability

Internship (Business)[12] module

Students can elect to take an Internship module.

Students will gain a beneficial experience of carrying out practical activities in a workplace or by working virtually. Learning supports the placement experience which involves carrying out work-based activities and reflecting on the benefits of the activities to the business and to the student.

It is expected that students will be supervised in the workplace or when working virtually in addition to the supervision provided by Bloomsbury Institute.

See Section 12 above for further information.

Volunteering

Volunteering enables students to gain excellent professional experience and can boost their career options by enhancing their team-working, networking, communication and organisation skills.

Bloomsbury Institute's Let's Grow advisors, based in the Centre for Student Engagement, Wellbeing and Success, can assist students to find a suitable volunteering opportunity.

Employability Mentoring

Bloomsbury Institute students are offered the opportunity to be mentored by external professionals on the External Employer Mentoring Scheme. The scheme has the following objectives:

- To help students define their own success and set down strategies for reaching their goals.
- To raise student aspirations and increase their self confidence in relation to progression into   professional employment or postgraduate study.
- To enhance the students' level of communication, helping them to communicate authentically and confidently with potential employers.
- To encourage students to be resilient in the face of setbacks and to keep trying on their road towards personal and professional fulfilment.

There are many benefits to student participation in the scheme including the opportunity to:

- Gain advice, encouragement and support.
- Develop confidence and enhance communication skills.

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[12] The Internship module is not available to international sponsored students

- Gain valuable insight into their chosen area of professional interest.
- Begin building their personal and professional network, and develop skills to become a proficient networker.

General employability skills

The development of general employability skills is delivered both through the curriculum and through the Let's Grow programme.

Activities include the Bloomsbury Institute External Speakers Programme, specialist seminars and courses in communications skills, leadership, finance and business, and visits to employers or other educational institutions.

The aim is to equip students with sought after employability skills such as:

- Self-belief
- Learning to learn
- Communication
- Group work
- Self-management
- Problem solving
- Use and application of information technology
- Processing of numerical data

The Centre for Student Engagement, Wellbeing and Success provides a wide range of information, advice, guidance, training and workshops for students on how to start and develop their careers. Students can talk to an advisor who specialises in employability matters.

Students who participate in Let's Grow employability events will be eligible to gain a certificate upon proven attendance at 5 extra-curricular activities over the course of an academic year. In addition, students who participate in 7 Let's Grow activities, e.g., Enneagram, peer assisted learning, peer mentoring, attendance at extra-curricular events, and who complete corresponding reflective logs, will be eligible for an enhanced reference.

Student Guild societies and clubs

Students will have access to Glyndwr University's Students' Union and will also be a member of Bloomsbury Institute's Student Guild. Through participating in the Student Guild's societies and clubs, students will get the most out of their student experience both during and after their academic journey.

Bloomsbury Institute's Student Guild creates opportunities for students to extend their learning beyond the classroom and share and acquire knowledge in a social and friendly environment. Central to this is participation in the different societies and clubs, or in setting up a new society or club.

If students decide to set up a club or society or become involved in the running of an existing one, they can enhance their employability skills through activities such as event planning, organisation, fundraising, budgeting and marketing.

Networking

Networking is a daily activity which involves engagement with friends, fellow students, family members, academics, mentors, former colleagues and managers.

Students can also network through social media (e.g. LinkedIn) and through joining a professional, statutory or regulatory body.

Networking involves building relationships, seeking advice, sharing information and using connections in personal and career development.

Staff from the Centre for Student Engagement, Wellbeing and Success can provide students with advice on networking opportunities.

Developing leadership skills

By undertaking the leadership roles below, students develop transferable skills such as leadership, team working, self-management, communication and organisation, all of which are valued in the workplace.

All student leaders are offered the opportunity to attend an extra-curricular 'Student Leadership CPD Programme' of activities which will further enhance their employability skills and enable them to market these to future employers and investors.

Student Representatives

Student representatives play an important role in the life of Bloomsbury Institute by providing feedback on course delivery and by representing the views of other students on several important committees. Student views are essential to the running of the Course Committees (see above).

Peer Advisors

Glyndŵr University Students' Union and Bloomsbury Institute's Student Guild are the official representative bodies for all students.

Bloomsbury Institute works with the Student Guild to train newly selected Peer Advisors to provide a Peer Advice Service. This friendly and supportive service includes disseminating information, helping with Bloomsbury Institute systems access/usage, and signposting where applicable.

Peer Assisted Learning (PAL)

As stated above, PALs are students who lead study groups on subjects they themselves have succeeded in.

Centre for Community Engagement and Learning

Bloomsbury Institute's Centre for Community Engagement and Learning connects the Institute (and staff and students) with local communities and global partners through experiential learning, research and civic engagement.

Some of the Centre's activities link into the Let's Grow programme (see above), and provides students with the opportunity to participate in Bloomsbury Institute's in-house Law Clinic and Radio.

Bloomsbury Law Clinic

The mission and purpose of the Bloomsbury Law Clinic is two-fold:

- Social justice: to provide free legal advice to people who are not eligible for legal aid and cannot afford to pay.
- Student learning: to provide law students with clinical experience, and non-law students with the opportunity to develop their transferrable skills.

Through the Law Clinic, law students are offered invaluable clinical experience, and non-law students will have the opportunity to develop transferrable skills through, for example, undertaking administrative tasks associated with the running of the Clinic.

External practising solicitors (acting on a pro bono basis) supervise students when interviewing clients and providing written legal advice.

Bloomsbury Radio

Bloomsbury Institute's radio station is broadcast from the Institute's campus.

Culture, society, education and employment all come under the spotlight alongside an interesting mix of music and chat each week.

The radio station provides opportunities for students who wish to train as presenters as well as off-air in production, scheduling and compliance.

Equality and Diversity

Glyndŵr University and Bloomsbury Institute are committed to providing access to all students and promote equal opportunities in compliance with the Equality Act 2010 legislation.

This programme complies fully with the University's Equality and Diversity Policy, and Bloomsbury Institute's Equality, Diversity and Inclusion Policy, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so. Please click on the following links for more information:

https://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/EqualityandDiversity/

https://www.bil.ac.uk/qem/policies/