**PROGRAMME SPECIFICATION**

| | |
|---|---|
| **Awarding body/institution** | Glyndŵr University |
| **Teaching institution** | Glyndŵr University |
| **Details of accreditation by a professional, statutory or regulatory body** | |
| **Final award/s available** | <ul><li>BA (Hons)</li><li>BA Ordinary</li><li>DipHE</li><li>CertHE</li></ul> |
| **Award title** | BA (Hons) Applied Business<br>BA (Ord) Applied Business<br>Diploma of Higher Education in Applied Business<br>Certificate of Higher Education in Business |
| **UCAS code** | |
| **Relevant QAA subject benchmark statement/s** | Business and Management |
| **Other external and internal reference points used to inform the programme outcomes** | The following reference points were used in designing the programme:<br>    QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland<br>    QAA guidelines for programme specifications<br>    QAA Code of Practice for the assurance of academic quality and standards in HE<br>    University's Regulations |
| **Mode/s of study** | Full-time 3 year |
| **Language of study** | English |
| **Date at which the programme specification was approved or revised** | April 2016 |

**Criteria for admission to the programme**

Entry requirements are in accordance with the University regulations.

The entry requirements are:

- GCSE passes at Grade C in English or Welsh and Mathematics, or key/essential skills in communication and application of number at level 2

In addition, one of the following is required:
- A minimum of 280 UCAS points at A level or equivalent;
- Equivalent qualifications from an overseas country;

Prior to receiving a conditional or unconditional offer, students will be required to attend an interview panel involving two academics from the Business School and business partners from sponsoring organisations.

Applicants who are deemed to have satisfied the interview panel with their suitability to engage with both the academic element of the programme and the work experience element will then be made a conditional or unconditional offer dependent upon their current qualifications.

Candidates will be interviewed within 20 working days of them making an application to the Programme. This would be dependent on whether a suitable vacancy was available which met the candidate's preference and skills set. If deemed appointable by the employer the student would be offered a contract of employment within 20 working days after the necessary checks and due diligence had been undertaken.

All students who are made an offer will be reminded that in the event that the job role ceases to become available then an alternative role will be sought. Should an alternative role not become available, then a similar (conditional or unconditional) offer to join the BA (Hons) Business degree will be made available to them.

There is normally no Level 3, 5 or 6 entry onto this programme.

**Aims of the programme**

**Aim 1: To provide our students with real business experience during their studies to maximise their future employment prospects.**

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

This programme addresses this challenge directly. All successful applicants are able to study on a three-year degree programme while engaging in paid work with a local business partner.

**Aim 2: To support our local business community by providing work ready graduates with practical business experience**

In 2014, the combined Wrexham and Deeside Industrial Estates was one of seven locations in the UK designated as a new Enterprise Zone. The Welsh Assembly Government has

pledged £200 million and one million square feet of development land for this project. The Zone starts in September 2015 and is expected to create some 8,000 new jobs, with a large number expected to be in Business, allied and related professions.

This degree will support the needs of these employers by providing them with graduates who have worked through a curriculum that is targeted towards real business application whilst putting that knowledge into practice throughout their study via their employment.

## Distinctive features of the programme suite

The degree programme is founded upon four critical factors that set it apart from other programmes within the Business School:

1. **Study content and assignments applied to real business scenarios and challenges**

   Students will be presented with real life project briefs, case studies and scenarios which will be related to their employment.

2. **Collaborative engagement between academic and business partners to bring theory into practice**

   The teaching will be underpinned and enhanced by our extensive network of guest lecturers, practitioners, and external experts who will bring real life experience into the classroom.

3. **A focus on providing 'work ready' graduates**

   Recent research by YouGov (2013) found that many graduates lack the essential skills required to get by in the workplace.

   In a poll of graduate employers, more than half said that none or few graduates were "work ready", with new recruits lacking basic attributes such as teamwork, communication, punctuality and the ability to cope under pressure.

   Of the 635 employers surveyed, of whom 419 were directly responsible for recruiting graduates, just one in five said all or most graduates were ready for employment. 17% of respondents said none of their graduate recruits were prepared for work.

   It is in response to reports such as this that the Applied Business degree has been introduced. If we are to lay claim to providing future employers with recruits that are "workplace-ready" then we need to build a level of real-life experience into their schedule. This programme does that through the nature, remit and scope of the assessments, which are very much applied and related to the context of their employment. Furthermore, each module has been carefully selected to ensure practical relevance and currency within the modern business environment.

4. **Small class sizes**

   Due to the nature of this degree, the tutorial groups for the cohorts will always be small. In the first year we do not anticipate a cohort size above 10. In future years we anticipate a cohort size of around 15 students. It is recognised that studying in smaller class sizes enhances the learning experience due to increased attention from staff and a more informal environment for students to express themselves. There will also be the opportunity to develop action-learning sets.

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

**Structure**

**Composition of Awards**

For the BA (Hons) Applied Business degree, the following applies:

1. The Certificate of Higher Education in Business is an exit award available for a student who has completed 120 credits at level 4 or above and who is unable, or chooses not to continue on the programme.

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

3. The BA Applied Business is an exit award available for a student who has completed 300 credits, of which 120 credits were studied at level 5 or above and a minimum of 60 credits at level 6. To attain an Ordinary Degree students would be restricted to a diet of three modules which typically would be Strategic Thinking, Employment Law and Strategic Marketing.

4. The BA (Hons) Applied Business is awarded to a student who has completed 360 credits, of which 120 credits were studied at level 5 or above and 120 credits at level 6.

**Intended learning outcomes of the programme**

The Learning Outcomes for the programme can be found on pages 25-28.

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**Issues relating to the 'business partner employment' element of the degree**

**What happens to students who must re-sit a year?**

Upon dialogue with the business partner, a further year of employment may be granted. If this is not the case then the student will be exited from the programme. Should a student be required to repeat level four, a transition to the BA Business degree may be possible. Should a student be required to repeat level five or six, a transition to the BA Business degree may be possible, but this would be treated on an individual basis.

**What happens if the student ceases employment at the partner?**

If, for whatever reason, the student ceases employment at the partner, another partner will be sought. Otherwise the student would be required to exit the programme. Should this occur at the end of level four, a transition to the BA Business degree may be possible. Should this occur at the end of five or six, a transition to the BA Business degree may be possible, but this would be treated on an individual basis.

**Who sets the rate of pay at the business partner**

The rate of pay and the terms and conditions of their employment within the partner is at the discretion of the business partner. The only thing we would require is that study days are not interfered with.

**What happens if the partner wishes to promote the student or change their role?**

Upon consultation with the academic Programme Leader, and providing they are satisfied that the change will not materially affect the student's ability to complete his/her studies then a change in role within the organisation may be granted.

**What happens if the organisation is taken over or merges with another organisation that necessitates a transfer to another site?**

If the takeover/merger does not materially affect the student's ability to attend their lectures and tutorials then there is no problem. If the student is no longer able to attend campus then an alternative business partner would be sought. If the student chooses to move and no alternative provision is available, then the student would be exited from the programme.

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

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

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

Whilst many of the learning and teaching strategies already exist, the over-arching Business School strategies apply to this degree. It is recognised that the unique nature of this degree requires some additional strategies to be employed.

The over-arching Business School strategies are as follows:

1. To provide our students with a breadth of content through our online learning platform – Moodle. This includes but is not limited to, video links, journal article recommendations, news stories etc.

2. Teaching typically comprises of a lecture, followed by a tutorial. The classroom tutorial sessions will be conducted either by the module lecturer or another lecturer with comparable skills and knowledge.

3. Deploy a variety of other learning and teaching methods including:

    i. Guest lectures – this will typically be business practitioners or subject matter experts that are willing to come and share their knowledge with the students on a one-off basis. The Business School has extensive experience already of using these sessions. These activities will be extended into this programme. Such sessions will not replace planned tutorial time and students will be given advanced notice of the date and time to aid personal planning.

    ii. Guest lecturers will be invited in at the discretion of the module tutor when the tutor thinks that inviting an external expert in would enhance and enrich the curriculum. External experts, in relevant and cognate business areas, will be invited in on a semester basis to deliver Master classes, tutorials, seminars and workshops in their respective fields to the students. These bespoke and highly specialised activities will not only enhance but broaden the curriculum and bring in external scholarship and the latest business thinking to the Programme. All module tutors delivering on the programme are also actively engaged in research and scholarship both internally and externally to the University and will be utilising their research knowledge to inform and develop the curriculum. This will ensure that the students are exposed to the latest developments in the respective academic disciplines.

    iii. Site / workplace visits - these involve taking the students to a variety of venues or organisations to enhance the applied learning aspect of their studies. These types of activities are typically funded either by the University or through accessing external funding. The future delivery of these activities therefore assumes funding will be

available. Again, the Business School has experience of such activities. In recent years, students have been taken to Media City in Manchester on a field trip, a local business to have a Q&A with an entrepreneur and one of the leading hotels in the area.

iv.    Participate in student competitions or attend student events. In recent years we have invited students to participate in the popular IBM Business Challenge, with both of our teams succeeding in reaching the semi-finals. The University is also sometimes given access to funding to send students on organised workshops or competitions.

v.    Engaging in practical activities to enhance their experience of real life scenarios. This could include, by way of example, an in-class mock employment tribunal to support learning on the Employment Law module.

vi.    Engaging in student societies. This Business School Student society has been in existence for the last two academic years. This provides an opportunity for students to professionally socialise not just amongst themselves but also with members of the academic cohort.

The specific BA (Hons) Applied Business learning strategies are as follows:

1. Separate tutorial groups for the BA (Hons) Applied Business cohort. This will enable all students on the programme to share knowledge with each other. Also, the material for the tutorials will be tailored more towards the experiences of the Applied Business students. Action Learning sets will be encouraged.

2. Liaison between the student, the Programme Leader and the student's line manager within the business partner each semester. The purpose of these tripartite meetings will be to discuss performance and ensure that the student is coping with the academic learning and able to apply the learning into the workplace.

3. For a number of modules on the programme, the assessment requires students to apply the learning to a real life business scenario. Where modules are shared with other degree programmes, the BA (Hons) Applied Business students are expected to use their business partner as the real life case study.

4. Where modules are assessed via presentations, the students' employer may be invited in to the University to attend the presentations and offer informal feedback to the students if required.

**Electronic Learning Platform**

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

1. As a resource centre for all material from each module. This includes access to the video content of the module lectures and the links to the additional resources such as bibliography and relevant journal and online articles.

2. As the location of the student forum. The forum is an opportunity for all students to engage with each other and the module tutors. The forum is a resource where students can post questions, comments and suggestions relating to specific aspects of the modules. All tutors are expected to regularly access the forum in order to respond to any material posted. Further the tutors are expected to regularly start debates on the

forum to continue discussion and debate. The forum is a permanent resource and is not expected to be accessible as a 'live debate' (compared to the chat room below). Threads on the forum are continuous and over time will provide students with a rich repository of peer-led information relating to relevant aspects of their studies.

3. Web chat. Chat rooms have been set up for every module on the programme. These chat rooms provide an opportunity for students to 'meet' electronically and discuss topics that are not covered specifically in the forum. It is anticipated that both students and module tutors will agree specific dates and times on which they will come together to chat. The purpose of the web chat facility is to provide an opportunity for students to share experiences, pose questions and discuss thoughts on the module with fellow students. This might involve replicating aspects of the classroom delivery within a virtual environment. For example, asking students to engage in a debate with certain students being 'for' or 'against' a particular topic. The tutor would act as a facilitator and judge the team providing the most compelling argument. Whilst this would not be assessed, its purpose is to maintain engagement and interaction amongst students. The use of chat rooms and on line fora will be utilised at the discretion of each Module tutor. Each module tutor will be responsible for delivering and monitoring content. The use of online chat will be reviewed on an annual and on-going basis and will form part of the module review and course Annual Monitoring Review (AMR).

4. As a repository for additional links and video material provided either by the module tutors or alternative sources. This includes webinars, online talks (e.g. Ted sessions) and webcasts or podcasts available for download.

5. As an opportunity for tutors to keep students up to date with relevant information relating to their module. This will include observations from various dialogues, deadlines, and signposting to new material.

6. As a repository for all other content relating to the programme as a whole. This includes the student handbook and particularly once students reach dissertation stage, material relating to academic writing and research methods.

**Academic Delivery Schedule**

The programme will adhere to the generic University academic calendar.

It is expected that students will attend University two days each week, and their respective workplaces for the remaining three days of the week.

**Welsh Medium Provision**

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

Alternatively, the Business School may assess the script in the medium of Welsh. This option is dependent upon the availability of a suitably qualified Welsh speaking academic.

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

The approach to assessment has been guided by the QAA Code of Practice (Section 6:

Assessment of students) and Glyndŵr University Assessment Guidelines.

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

The practical nature of the programme is reinforced through the importance of coursework as part of the learning process and assessment. Despite the importance of their theoretical basis, many of the concepts are often best grasped by practical exercises and assignments. The coursework of a module typically carries 50% weight of the assessment, although this varies with modules assessed entirely by coursework. Practical coursework includes, but is not limited to: exercises for private study or in practical/tutorial classes and team/individual projects.

The BA (Hons) Applied Business degree will sit within the current undergraduate suite of programmes. This suite offers an eclectic and innovative range of assessment methods which includes oral examinations, blog writing and website creation. Whilst this provides students with opportunities to evidence their learning in different ways and fits well with the University's wider focus on assessments that are embedded in employability, it is recognised that particular care needs to be taken to ensure equity across modules. To address this, module tutors have been careful to ensure that the resource and intellectual requirements of these assessments are commensurate with the level being assessed. Specific detail on this is given in the relevant module specification.

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

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

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

**Assessment regulations that apply to the programme**

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

In considering borderline cases the Assessment Board shall raise the classification to the next level if all of the following criteria are met:
- At least 50% of the credits at level 6 fall within the higher classification;
- All level 6 modules must have been passed at the first attempt;
- The mark achieved for the 40-credit dissertation module is within the higher classification.

**Programme Management**

All of the modules on this programme are from the Business School.

As Head of the Business School, Professor Chris Jones will have overall responsibility for the programme.

The Programme will be managed by a highly experienced Programme Leader who will be liaising closely with the students and the employers on a termly basis to ensure that any issues which arise will be addressed expeditiously.

The Programme Leader will also deliver extensively on the programme so will be integral to the delivery of the programme at the University.

The Programme Leader will be assisted by the Business Development Manager who will also be liaising directly with the employers on a mid-semester basis to ensure that the employer's needs are being met by the student, and vice versa.

Each term the programme leader will hold progress meetings with the student and the employer at their setting to discuss progress and address any issues which may have arisen. The outcomes of these meeting will be reported to the programme team meeting which will take place termly.

The Programme Leader will report directly to the School Board on a termly basis providing an overview of the provision and a progress report.

At the end of each Academic year the Programme Leader will have a progress review with both the student and the employer to review their academic performance and performance in the workplace. The meeting would also be used to ascertain the students' study intentions for the forthcoming academic year.

The Programme will be subject to the same level of Quality Assurance as other programmes in the School such as Staff-Student Consultative Committees (SSCC), End of Module Questionnaires and Annual Monitoring Reports (AMR).

Module leaders will, in most cases, also be the lead lecturer. Details of the current module tutors for each module are listed below, although it should be noted that this may be subject to change through the duration of the programme.

The Current Programme Team includes:

Claire Blanchard Programme Leader
Chris Jones
Karen Hynes
Tracy Powell
Anna Sung
Kelvin Leong
Mike Scott
David Potter
Jan Green
Neil Pritchard

The Programme Leader will be supported by two other members of academic staff to act as a team of personal tutors for every student on the programme. The personal tutor will be required to meet with each student they are responsible for on one occasion in each semester. Tutors will provide designated slots and it will be the responsibility of the student to make an appointment with those slots. The role of the personal tutor will be to provide general academic support to the student and address any issues before they escalate to Programme Leader level. The role of the personal tutor is not to solve pastoral problems that exist for the student, but instead to signpost those to relevant areas within the University as and when appropriate.

The Programme Leader will have overall responsibility for the operation and development of the programme and will work closely with the module tutors, supporting personal tutors, guest speakers and administrative support personnel to provide the day-to-day general academic support to students. Particular responsibilities of the leader will include, but not be limited to:

- The management and development of curriculum and the course portfolio
- Student tracking and student records
- Collation of assessment data and presentation of data at assessment boards
- Management/co-ordination of overall assessment activities across the programme
- Liaison with external bodies and agencies
- Quality assurance and annual monitoring, including compilation of the Annual Monitoring Report
- Co-ordination of admissions activities and other recruitment activities, including relevant publicity activities.

The Business School Co-ordinator will be responsible for creating the module timetable.

At module level there is devolved responsibility for the following:

- The maintenance and development of teaching and learning materials for all students enrolled on the module. In most cases the module leader will also be the lecturer and therefore the creation of digital lecture material will be within their scope.
- The setting, marking and collation of marks for all module assessments and examination papers, including re-sit assessments, and submission of student results to the Programme Leader
- Tutorial support from tutors taking the module for which they are responsible.
- Quality monitoring, including processing of annual student feedback, questionnaires and, where appropriate, student feedback for individual modules.
- Liaison with part-time members of staff involved in module teaching in the event that sessional support is required for particular modules. This will only become relevant in the event that funding is not available to recruit sufficient full-time staff for all modules.

The control of quality will conform to the procedures set out by Glyndŵr University's requirements for academic quality assurance, monitoring and review. The primary indicators of quality come through regular student feedback, module reviews, external examiners' reports, annual and periodic programme reviews and student surveys.

Methods for evaluating and enhancing the quality of learning opportunities:

- Subject / Programme committees with student representation
- Module evaluations by students
- Students surveys, e.g. National Student Survey (NSS)
- Annual quality monitoring and action planning through the AMR process
- Peer review/observation of teaching

- The moderation of assessed coursework
- Student Representatives and Staff Student Consultative Committees
- Module, Progression and Award Boards
- External Examiners - External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process.

Students will be informed of any actions taken as a result of their comments either directly by the programme leader, or via the minutes of SSCCs which will be available on Moodle.

## Particular support for learning

The staff offices for Wrexham campus are currently accommodated conveniently in one section of the University. This provides an easily identifiable area for students to access the necessary help and support they may require. Tutors will also be available through email and telephone within working hours, subject to availability, as well as the 'open door policy' where appropriate.

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

The team operate an 'open door' policy and offer an appointment system for extra academic support to those students who require it.  The open door policy allows students with immediate pressing concerns to see a member of staff within a short timeframe. For academic questions or less pressing issues an appointment process is in place.

Where required, module tutorials on the programme will be delivered in classrooms with electronically equipped facilities, including Wi-Fi. In Wrexham the IT laboratories in the Edward Llwyd Centre provide good quality teaching provision for Business students when needed. The Student Support Services provide additional assistance for students with learning differences and any counselling, financial or careers advice needed.

Students have access to campus facilities including the library, sports centre and student services.

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

Additional support mechanisms include:

- An extensive induction programme introducing the student to the University and their course. The programme will include course related issues, student support, library induction, study skills, career development etc.
- Excellent library and internet support through the help desk.
- A Student Handbook providing information about the Programme structure, University regulations etc.
- Key Skills for Employability incorporated into all modules.

- Written feedback provided for all assessments, normally within three weeks of the hand-in date.

**Equality and Diversity**

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

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

Close links to faith groups in the community mean that in Wrexham multi-faith support is available to supplement the chaplaincy support for students.

**A. Module Breakdown**

| Level | Module | Semester | Module leader |
|---|---|---|---|
| 4 | Business: Past, Present and Future | 1 | Chris Jones |
| 4 | Business Communication Skills for Marketing | 1 | Claire Blanchard |
| 4 | Economics | 1 | Anna Sung |
| 4 | Marketing Essentials | 2 | Claire Blanchard |
| 4 | Data Analytics and Understanding 'Big Data' | 2 | Kelvin Leong |
| 4 | Introduction to Management Accounting | 2 | Anna Sung |
| 5 | Engaging and Leading People | 1 | Mike Scott |
| 5 | Advertising and Branding | 1 | Tracy Powell |
| 5 | Managing Corporate Risk and Crime | 1 | David Potter |
| 5 | Supply Chain Operations | 2 | Jan Green |
| 5 | Digital Marketing | 2 | Tracy Powell |
| 5 | Sales: Theory and Practice | 2 | Claire Blanchard |
| 6 | Strategic Thinking | 1 | Jan Green |
| 6 | Employment Law | 1 | Neil Pritchard |
| 6 | Strategic Marketing | 2 | Claire Blanchard |
| 6 | Corporate Governance and Ethics | 2 | Neil Pritchard |
| 6 | Dissertation | 1 & 2 | Jan Green |

## B. Programme Structure

### Year 1 - Level 4

| Semester 1 | Business: Past, Present and Future BUS 428 | Business Communication Skills for Marketing BUS429 | Economics BUS430 |
|---|---|---|---|
| | 20 Credits - Core | 20 Credits - Core | 20 Credits – Core |
| Semester 2 | Marketing Essentials BUS434 | Data Analytics and Understanding 'Big Data' BUS435 | Introduction to Management Accounting BUS438 |
| | 20 Credits – Core | 20 Credits - Core | 20 Credits – Core |

### Year 2 - Level 5

| Semester 1 | Engaging and Leading People BUS545 | Managing Corporate Risk and Crime BUS55 | Advertising and Branding BUS548 |
|---|---|---|---|
| | 20 Credits - Core | 20 Credits - Core | 20 Credits – Core |
| Semester 2 | Supply Chain Operations BUS561 | Digital Marketing BUS551 | Sales: Theory and Practice BUS562 |
| | 20 Credits – Core | 20 Credits - Core | 20 Credits - Core |

### Year 3 - Level 6

| Semester 1 | Dissertation BUS635 | Strategic Thinking BUS623 | Employment Law BUS625 |
|---|---|---|---|
| | | 20 Credits - Core | 20 Credits – Core |
| Semester 2 | | Strategic Marketing BUS629 | Corporate Governance and Ethics BUS630 |
| | 40 Credits – Core | 20 Credits - Core | 20 Credits – Core |

## C. Programme Learning Outcomes

**Level Four: Certificate of Higher Education in Business**

The following learning outcomes will be generic across all of the modules. In addition, individual module learning outcomes have been identified that are specific to the module in question. These are outlined in the relevant module specification document.

Students will demonstrate the ability to:

**A) Knowledge and understanding**

1. A general overview and understanding of business functions in a variety of different sectors.
2. An appreciation of the various techniques in which an organisation can improve operationally.
3. Understand the role brands and customers play in contributing to successful organisational growth.

**B) Intellectual skills**

1. Understand basic theories and real life business scenarios and formulate plausible and defensible conclusions.
2. Apply problem solving technique using appropriate tools to identify, formulate and solve business problems as well as create, identify and evaluate options.
3. Demonstrate numeracy and quantitative aptitude that can be applied to assist with business situations.

**C) Subject and other skills**

1. Use Information Technology effectively.
2. Communicate effectively both orally and in writing, using a range of media, including the preparation of business reports.
3. Perform effectively within a team based environment.
4. Demonstrate interpersonal skills of effective listening, negotiating and persuasion.

**D) Professional Skills and abilities and Employability Skills and**

   **abilities**

1. Demonstrate effective self-management and the ability to continue learning.
2. Increase awareness of career development opportunities in the field of business.
3. Demonstrate ability to express themselves clearly through a variety of media, particularly written and orally.
4. Discuss the importance of data and economic principles in a global business environment.

**Level Five:  Diploma of Higher Education in Applied Business**

Students will demonstrate the ability to:

**A)      Knowledge and understanding**

1. Appreciate the role and importance of the customer in both a marketing and a sales environment.
2. Evaluate the risks and threats that exist in the corporate world and the interventions required to counter these threats.
3. Develop a wider understanding of leadership skills in the workplace and ways in which employee performance could be enhanced.

**B)      Intellectual skills**

1. Apply knowledge of business theory to real life scenarios and case studies.
2. Evaluate and apply business concepts to key stakeholder groups.
3. Challenge their own understanding of the ways consumers think and behave.

**C)      Subject and other skills**

1. Collect and gather information from a wide variety of sources.
2. Think creatively within a hypothetical pressurised environment such as a sales pitch or a one-to-one dialogue.
3. Use Information Technology effectively.
4. Self-reflect on their own potential leadership style.

**D)       Professional Skills and abilities and Employability Skills and abilities**

1. Exhibit a passion for learning and self-improvement
2. Develop interpersonal skills that would be appropriate for a workplace environment.
3. Demonstrate self-awareness and sensitivity to diversity in people and different situations.

**Level Six:  BA (Ord) Applied Business**

It is anticipated that students exiting with an Ordinary degree award will not have completed the dissertation module. Whilst this might not necessarily be the case, the Learning Outcomes below reflect this eventuality. Should a student complete the dissertation and still exit with an Ordinary degree then clearly some of the Learning Outcomes from the Honours degree award may apply. In exiting with an Ordinary degree, students will demonstrate the ability to:

**A)      Knowledge and understanding**

1. A critical awareness of the strategic environment within which organisations operate.
2. Critically appraise the impact of environmental and external forces on organisations including ethical, social, economic and technological change issues.
3. Critically evaluate the legal framework within which organisations support their staff in both the United Kingdom and globally.
4. Critically demonstrate an awareness and appreciation of the complexities of running and managing a business.

**B)      Intellectual skills**

1. Critically apply theories and real life business scenarios and formulate plausible and defensible conclusions.
2. Apply problem solving and decision making skills using appropriate tools to identify, formulate and solve business problems as well as create, identify and evaluate options.
3. Critically assess theories and real life business scenarios and formulate plausible and defensible conclusions.
4. Apply problem solving and decision making skills using appropriate tools to identify, formulate and solve business problems as well as create, identify and evaluate options.

**C)      Subject and other skills**

1. Execute advanced interrogation of key literature sources across a breadth or learning resource platforms.
2. Demonstrate an independence of thought which enables them to devise their own solutions and knowledge base.
3. Demonstrate and further enhance interpersonal skills of effective listening, negotiating and persuasion.

**D)      Professional Skills and abilities and Employability Skills and**

   **abilities**

1. Demonstrate effective leadership, team working and networking skills required for the workplace.
2. Apply a variety of problem solving skills and creativity in workplace scenarios.

**Level Six:  BA (Hons) Applied Business**

Students will demonstrate the ability to:

**A)      Knowledge and understanding**

1. Undertake an independent research project which develops a depth of understanding in a particular research field.

**B)      Intellectual skills**

1. Synthesise key sources of information and present it in a meaningful and constructive format.
2. Critically assess theories and real life business scenarios and formulate plausible and defensible conclusions.
3. Apply problem solving and decision making skills using appropriate tools to identify, formulate and solve business problems as well as create, identify and evaluate options.

**C)      Subject and other skills**

1. Undertake an independent research project from which they develop their study skills, fieldwork and research skills within a defined business or management area.

**D)      Professional Skills and abilities and Employability Skills and abilities**

1. Showcase the value of research in enhancing current thinking.

To attain an Ordinary Degree students would be restricted to a diet of three modules which typically would be Strategic Thinking, Employment Law and Strategic Marketing.

## D. Curriculum Matrix

### Level 4

| | Module Title | A1 | A2 | A3 | | B1 | B2 | B3 | | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills | | | | | | | | | | | | | | | |
| Level 4 | Business: Past Present and Future | * | | | | * | | | | | | * | | * | | | |
| | Business Communication Skills for Marketing | | | | | | | | | * | * | | | | | * | |
| | Economics | | | | | | | | | | | | | | | | * |
| | Marketing Essentials | | | * | | | | | | | | * | | | * | | |
| | Data Analytics and Understanding Big Data | | * | | | * | * | | | | | | | | | | |
| | Introduction to Management Accounting | | * | | | | * | | | | | | | | | | |
| | Title | | | | | | | | | | | | | | | | |

### Level 5

| | Module Title | A1 | A2 | A3 | | B1 | B2 | B3 | | C1 | C2 | C3 | C4 | D1 | D2 | D3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Level 5 | Engaging and Leading People | | | * | | * | | | | | | | * | | | * |
| | Advertising and Branding | | | | | | | | | | | * | | | * | |
| | Managing Corporate Risk and Crime | | * | | | * | | | | | | | | | | |
| | Supply Chain Operations | * | | | | | * | | | | | | | * | | |
| | Digital Marketing | | | | | | | | | * | | | | | | |
| | Sales: Theory and Practice | | | | | | | | | | * | | | | | |

### Level 6

| | Module Title | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | | D1 | D2 | D3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Level 6 | Strategic Thinking | * | * | * | * | * | | | | * | * | | | | * | |
| | Employment Law | | | * | | * | * | * | * | * | * | * | | | | |
| | Strategic Marketing | | * | | | | | | | * | * | | | * | * | |
| | Corporate Governance Ethics | | | | | | | | | | * | | | * | | |
| | Dissertation | | | | | * | | | | * | * | * | | * | | |

# E. Assignment Schedule

## 1. Assessment Type

| Level | Module | Essay | Experimental Participation | Practical Exercise | Writing Exercise | Oral Presentation | Critical Review | Report | Project Portfolio | Unseen Exam | Case study | Group Presentation | Research Proposal |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4 | Business: Past, Present and Future | X | | | | | | | | | | X | |
| 4 | Business Communication Skills | | | | X | X | | | | | X | | |
| 4 | Economics | X | | | | | | | | | X | | |
| 4 | Marketing Essentials | | | | | | | X | | | | X | |
| 4 | Data Analytics and Understanding 'Big Data' | X | | | | | | | X | | | | |
| 4 | Introduction to Management Accounting | X | | | | | | | | X | | | |
| 5 | Digital Marketing | | | | | | | | X | | | | |
| 5 | Sales: Theory and Practice | | | X | | | | X | | | | | |
| 5 | Supply Chain Operations | | | | | | X | | | | | X | |
| 5 | Engaging and Leading People | | | | | | | X | | | | X | |
| 5 | Advertising and Branding | | X | | | | | | | X | X | | |
| 5 | Managing Corporate Risk and Crime | | | | | | | | | X | X | | |
| 6 | Strategic Thinking | X | | | | | | X | | | | | |
| 6 | Employment Law | | | | | | | | | X | X | | |
| 6 | Strategic Marketing | | | | | | | XX | | | | | |
| 6 | Corporate Governance and Ethics | | | | | | | | | | XX | | |
| 6 | Dissertation | | | | | | | X | | | | | X |

## 2. Submission Week

| Level | Module | Semester 1 → W1 | W2 | W3 | W4 | W5 | W6 | W7 | W8 | W9 | W10 | W11 | Exam WK | Semester 2 → W1 | W2 | W3 | W4 | W5 | W6 | W7 | W8 | W9 | W10 | W11 | Exam WK |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4 | Business: Past, Present and Future | | | | | | | X | | | X | | | | | | | | | | | | | | |
| 4 | Business Communication Skills | | X | | X | | | | X | | X | X | | | | | | | | | | | | | |
| 4 | Economics | | | | | | | X | | | X | | | | | | | | | | | | | | |
| 4 | Marketing Essentials | | | | | | | | | | | | | | | | | | | X | | | X | | |
| 4 | Data Analytics and Understanding 'Big Data' | | | | | | | | | | | | | | | | | | | X | | | X | | |
| 4 | Introduction to Management Accounting | | | | | | | | | | | | | | | | | | | X | | | | | X |
| 5 | Digital Marketing | | | | | | | | | | | | | | | | | | | X | | | X | | |
| 5 | Sales: Theory and Practice | | | | | | | | | | | | | | | | | | | X | | | X | | |
| 5 | Supply Chain Operations | | | | | | | | | | | | | | | | | | | X | | | X | | |
| 5 | Engaging and Leading People | | | | | | | X | | | X | | | | | | | | | | | | | | |
| 5 | Advertising and Branding | | | | | | | X | | | X | X | | | | | | | | | | | | | |
| 5 | Managing Corporate Risk and Crime | | | | | | | X | | | X | | | | | | | | | | | | | | |
| 6 | Strategic Thinking | | | | | | | X | | | X | | | | | | | | | | | | | | |
| 6 | Employment Law | | | | | | | X | | | | X | | | | | | | | | | | | | |
| 6 | Strategic Marketing | | | | | | | | | | | | | | | | | | | X | | | X | | |
| 6 | Corporate Governance and Ethics | | | | | | | | | | | | | | | | | | | X | | | X | | |
| 6 | Dissertation | | | | | | | X | | | | | | | | | | | | | | | | X | |