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PROGRAMME SPECIFICATION

When printed this becomes an uncontrolled document. Please check the Programme Directory for the most up to date version by clicking [here](#).

Enter Programme Title(s)

BA (Hons) Business Studies

Internal Programme Title(s) BA (Hons) Business Studies (L6 top up)

| | |
|---|--|
| 1 | Awarding body Glyndwr University |
| 2 | Programme delivered by London School of Commerce |
| 3 | Locations of delivery London School of Commerce: Malta (LSCM) Europa Centre, St Anne Street, Floriana FRN9020 Dhaka (LSMD) 40 Bulu Ocean Tower, Kamal Ataturk Avenue, Banani, Dhaka – 1213, Bangladesh. Egypt (LSCE) Al-Motamayez Dist., P.O. Box 7, 6th of October City, Egypt |
| 4 | Faculty/Department Faculty of Social & Life Sciences |
| 5 | Exit awards available N/A |
| 6 | Professional, Statutory or Regulatory Body (PSRB) accreditation N/A This information is correct at the time of validation, please refer to the PSRB register for current accreditation status. |
| 7 | 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. N/A |

| | |
|----|--|
| 8 | JACS3 / HECoS codes N000/100079 |
| 9 | UCAS code N/A |
| 10 | Relevant QAA subject benchmark statement/s <i>Guidance – please list relevant <u>QAA subject benchmark statement/s</u></i> QAA Subject Benchmark Statement – Business and Management. November 2019 QAA Subject Benchmark Statement – Economics. December 2019 |
| 11 | Mode of study Full time |
| 12 | Normal length of study for each mode of study <i>For the BA Business Studies top up the full time mode of delivery is one year (12 months) composed of two semesters in each calendar year.</i> |
| 13 | Language of study English |
| 14 | The following University Award Regulations apply to this programme |

- General Regulations and Definitions
- Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees
- Regulations for Taught Masters Degrees
- Regulations for Taught Masters Degrees taught entirely by online distance learning
- Regulations for Integrated Masters Degrees
- Regulations for Masters of Research
- Regulations for Professional Graduate Certificate in Education
- Regulations for Postgraduate Certificate in Education
- Regulations for Certificate in Education
- Regulations for Graduate Diploma Graduate Certificate
- Regulations for BTEC Higher National Qualifications
- Regulations for Glyndŵr University Certificate of Attendance, Glyndŵr University Certificate of Continuing Education, Glyndŵr University Professional Certificate
- Regulations Glyndŵr University English Language Test

17 Criteria for admission to the programme

Standard entry criteria

Entry requirements are in accordance with the University's admissions policy [click here](#)

The University's entry requirements are set out at <http://www.glyndwr.ac.uk/en/Undergraduatecourses/UCASstariffchange2017/>

Standard Entry Requirements

To be admitted onto Level 6 of the Programme students will normally satisfy the following appropriate entry requirements:

- Successfully completed an LSC SQA Advanced Diploma in Business Administration (240 credits, SCQF Level 8)
- Have been taught and assessed in English (The National Recognition Information Centre (NARIC) provides details of comparative information on all Higher Education programmes).
Or-
- Applicants who have been taught and assessed in a language other than English should have an English Language equivalent to IELTS 6.0; exceptionally, those with an English language level of 5.5 may be admitted, on the condition that they will continue to study English so that they achieve a level of 6.0 prior to completing the course.

International entry qualifications are outlined on the [National Academic Recognition and Information Centre \(NARIC\)](#) 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 (please see <http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/> for details), including IELTS.

International students English Language Entry Requirements (please see <http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/> for details).

DBS Requirements

N/A

Suitability for Practice Procedure

N/A

Non-standard entry criteria and programme specific requirements

Guidance –please detail any non-standard entry criteria and/or any programme specific requirements

18 Recognition of Prior (Experiential) Learning

N/A

Programme specific restrictions

NONE

19 Aims of the programme

The aims of the programme are to:

- Develop a critical awareness and understanding of the main functional areas of business studies and business administration and the associated management processes within a variety of institutional and organisational contexts.
- Provide a broad and coherent programme of integrated study of the subjects which contribute to the business and management discipline which enables students to develop an understanding of contemporary business theory and practices in a variety of organisational contexts and sectors of activity.
- Enable graduates to develop the necessary range of generic (transferable), cognitive, intellectual, personal and interpersonal skills required for effective undergraduate study and future vocational needs.
- Enable and support graduates to develop their applied and intellectual skills and knowledge to make an effective contribution to an organisation as a junior manager or business professional upon graduation.
- Develop in students a critical appreciation, comprehension and understanding of the manager, leader, and business professional and the roles which they undertake in the modern business world.
- Establish the foundation for future career development, personal development planning and continuing professional development for each learner.
- Provide students with the analytical and evaluative skills commensurate with degree level higher education. That is, to develop students' cognitive, intellectual, and imaginative powers, their understanding and judgment; their problem-solving skills; their ability to communicate; their ability to see relationships within what they have learned and to perceive their study of business in a broader perspective.

20 Distinctive features of the programme

The BA (Hons) Business Studies level 6 top up offers an integrated award and progression framework which complements existing university programmes and which is able to provide a clearly differentiated opportunity for study which is distinctively aimed at recruiting international students.

The developed body of knowledge gained from this programme will facilitate a systematic, and reflective approach to business and management practices and approaches and will enable graduating students to be adaptive, strategic thinkers who are able to evaluate critically and respond to complex business issues. They will be able to apply high-level business skills and knowledge from academic theories to the business internal and external context. The overall outcome from a student engaging with the programme of study will be a business, manager, or career professional in an aspect of business and management who is able to add

value to the profession in which they are developing their career through meeting the needs and expectations of employers; and through their increased knowledge, skills and capacity to apply effectively acquired transferable, integrated skills.

A typical business graduate of the programme will:

- have a wide knowledge and understanding of the broad range of areas of business and management and the detailed relationships between these, their application and their importance in an integrated framework
- consistently demonstrate a command of subject-specific skills including application of knowledge, as well as proficiency in intellectual skills
- have a view of business and management which is influenced by a variety of learning sources including guided learning, team work and independent study,
- be distinguished by their enhanced capacity to develop and apply their own perspectives to their studies, to deal with uncertainty and complexity, to explore alternative solutions, to demonstrate critical evaluation and to integrate theory and practice in a wide range of situations.

The distinctiveness of the proposed BABS level 6 top up programme delivered by LSC lies in the following features:

Enrol local, Study global: The programme design provides a common curriculum and framework which may be delivered on the Malta Campus. It will facilitate the use of a collegial internationally focused faculty teaching team which is able to deliver a consistent curriculum and an equivalent learning experience for all students who are studying with the LSC Group.

Multiple Entry and Flexible Learning Mode: The programmes will be delivered at the LSC Malta campus throughout the twelve months of the calendar year with each having three admission entry points and programme commencement dates throughout that period. Students may therefore submit their application, seek admission, and gain entry to study, at a number of flexible dates during the year.

The flexible delivery structure increases access opportunities to international students requiring entry to study at a variety of points during any calendar year. This strategic approach to recruitment attracts international applicants whose profile may not be tied to UK school years or “A” level qualifications cycles and who wish to commence their studies at different times during the calendar year.

Technology-Enhanced learning: The curriculum, module syllabi, and delivery are in turn underpinned by a common new technology based learning environment using the Moodle on line platform. This provides a cornerstone in the determination of the teaching and the use of standardised teaching materials and teaching pack items and in the use of a common approach towards communicating with and supporting the learning experience of the student and the assessment requirements for the programme.

Student Centred Learning: Students are at the heart of everything we do. At LSC, we value close faculty-student interaction online and offline, high standards for students, and a supportive living-learning environment. The most important outcomes in LSC are student learning ability, creativity and employability, the entrepreneurial and innovative skills and student success. Faculty and staff practice

a variant of the golden rule: treat students the way you would want your own family members to be treated; supporting them and guiding their goals and aspirations; having a keen interest in their success and showing them the importance and wonders of a comprehensive and holistic education.

Innovation and Entrepreneurial Focus: Innovation and entrepreneurship are embedded in the programme design and delivery. The focus of the Business Project at the final stage of the programme as well as the core module Financial Management and Entrepreneurship allows students who have creative ideas to create new businesses with the support of a business mentor and potential seed funding from investors.

21 Credit accumulation and exit awards

Exit Awards

N/A as Level 6 top up

22 Programme structure diagram

Guidance - Teams may find the following structure diagram helpful. Please do not fill in module codes in the diagram below, AQSG will complete this section post-event in conjunction with SDS.

Delivery Schedule LSCM London School of Commerce Malta

Trimester 1 – Oct to Jan; Trimester 2 – Feb to May; Trimester 3 – Jun to Aug

intake 1 – Oct start, delivery to end May, marking LSCM June, moderation WGU July Assessment Boards end July

intake 2 – Feb start, deliver to end August, marking LSCM Sept, moderation WGU Oct, Boards end Oct

intake 3 – June start, delivery to end Jan, marking LSCM Feb, moderation WGU March, Boards end March

BA (Hons) Business Studies

All Intakes

| Level Six | | | | | | | | |
|------------------------------|---------------|-----------------------------|---------------|-------------------------------------|---------------|--------------|---------------|------------------|
| Trimester 1, LSCM semester 5 | Mod title | Global Strategic Management | Mod title | Building a Sustainable Organisation | Mod title | Dissertation | Mod title | Business Project |
| | Mod code | BUS681 | Mod code | BUS685 | Mod code | BUS686 | Mod code | BUS680 |
| | New/Exist | New | New/Exist | New | New/Exist | New | New/Exist | New |
| | Credit value | 20 | Credit value | 20 | Credit value | 40 | Credit value | 40 |
| | Core/Opt | Core | Core/Opt | Core | Core/Opt | Option | Core/Opt | Option |
| | Module leader | Mervyn Sookun | Module leader | Dr Rajendra Kumar | Module leader | TBC | Module leader | TBC |

| | | | | | | | | |
|------------------------------|---------------|--------------------------------|---------------|---------------------|---------------|--------------|---------------|------------------|
| Trimester 2, LSCM semester 6 | Mod title | Contemporary Management Issues | Mod title | Case Study Analysis | Mod title | Dissertation | Mod title | Business Project |
| | Mod code | | Mod code | | Mod code | | Mod code | |
| | New/Exist | New | New/Exist | New | New/Exist | New | New/Exist | New |
| | Credit value | 20 | Credit value | 20 | Credit value | 40 | Credit value | 40 |
| | Core/Opt | Core | Core/Opt | Core | Core/Opt | Option | Core/Opt | Option |
| | Module leader | Anand Walser | Module leader | Dr Uma Mohan | Module leader | Roger Telfer | Module Leader | David Mwaura |

Note:

Students can choose either the Dissertation or Business Project, depending on whether they want to focus on a theoretical final assessment, or prefer a more practical assessment. The dissertation can offer students to exercise their knowledge gained on the programme, carry out in-depth research and critically evaluate academic literature related to the chosen topic from both an academic and practical point of view. Choosing a Business project will allow students to formulate critical business judgements and decisions through appropriate research, analysis, synthesis and evaluation of business models and theories. Both are 40 credit modules, provide an opportunity to link theory to practice, and are taught through both semesters. Students will be supported by their tutors in their choice of module.

23 Intended learning outcomes of the programme

| Level 6 Honours Degree | |
|------------------------|---|
| A1 | Demonstrate a critical comprehension and evaluative understanding of the main issues, theories and methodologies that are central to business and business management in organisations |
| A2 | Demonstrate a critical awareness, comprehension, and analytic understanding of the main functional areas of business and business management processes within a variety of institutional and organisational contexts. |
| A3 | Evaluate the role of the professional business manager and the professional and ethical considerations associated with this role and its contexts |
| A4 | Critically analyse and evaluate organisational and strategic management processes within the context of the prevailing internal and external environment |
| A5 | Demonstrate a critical, analytic and evaluative application of theory to management practice and within the context of professional business practices |

| Level 6 Honours Degree | |
|------------------------|---|
| A6 | Demonstrate a critical awareness and utilisation of research and applied research in the evolution of business studies and management practices |

Intellectual skills

| Level 6 top up Honours Degree | |
|-------------------------------|---|
| B1 | Critically reason, synthesise judgments, and analyse complex business issues both systematically and innovatively |
| B2 | Reflect creatively and critically on their learning experience and make informed judgments on this experience |
| B3 | Critically analyse and synthesise problem identification, problem solving and decision making skills, procedures and processes in resolving complex business issues |
| B4 | Evaluate and critically appraise business and organisational policies, practices, and activities and make informed judgments on these |
| B5 | Act with reflection, critical insight, and in an independent manner in the planning and managing of their learning in response to varied contexts, situations and |

| | |
|----|---|
| | Level 6 top up Honours Degree |
| | environmental requirements |
| B6 | Analyse and critically evaluate primary and secondary information collected from research |

Subject Skills

| | |
|----|--|
| | Level 6 top up Honours Degree |
| C1 | Demonstrate critical skills of numeracy, literacy, and qualitative and quantitative abilities in researching, collation, analysis, synthesis and evaluation of evidence |
| C2 | Utilise a variety of interpersonal and transferable communication skills including listening to alternative viewpoints; engaging in critical discourse, and debate with peers and responding to the views of others; |
| C3 | Self-manage their professional activities and communicate effectively and efficiently while utilising appropriate means and media of communication |
| C4 | Solve problems, articulate conclusions, make judgments, and form recommendations based on evidence |
| C5 | Demonstrate an ability to conduct research into business and management issues, either |

| | |
|--|------------------------------------|
| | Level 6 top up Honours Degree |
| | individually or as part of a team. |

Practical, professional and employability skills

| | Level 6 top up Honours Degree |
|----|--|
| D1 | Structure and communicate ideas both orally and in writing taking appropriate account of the nature of the audience and utilising effective means of communication |
| D2 | Effectively and efficiently manage their time and be able to work to deadlines |
| D3 | Be an autonomous learner and take responsibility for their learning , including being able to act independently in the use and application of resources for learning |
| D4 | Use creative and imaginative thinking in both problem solving and decision making activities |
| D5 | Effectively clarify and prioritise the addressing of individual and group tasks and lead or work within a group towards meeting the requirements of defined deadlines and outcome specifications |
| D6 | Practice and promote their own continuing professional development and learning and on-going personal development, demonstrating reflection, self- |

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| | awareness and openness to life-long learning opportunities |
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24 Curriculum matrix

To demonstrate how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

Guidance - Identify which module covers the programme learning outcomes above by ticking the appropriate box.

| | Module Title | Core or option ? | A1 | A2 | A3 | A4 | A5 | A6 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 | C5 | D1 | D2 | D3 | D4 | D5 | D6 | |
|---------|-------------------------------------|------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|
| Level 6 | Global Strategic Management | Core | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | □ | ■ | □ | ■ | □ | □ | ■ | ■ | □ | ■ | ■ | ■ | |
| | Building a Sustainable Organisation | Core | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | □ | ■ | ■ | □ | ■ | □ | ■ | ■ | □ | ■ | ■ | ■ | |
| | Case Study Analysis | Core | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| | Contemporary Management Issues | Core | ■ | ■ | ■ | ■ | ■ | ■ | ■ | □ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | □ | ■ | ■ | ■ | ■ | □ | ■ | □ | ■ |
| | Dissertation | Option | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| | Business Project) | Option | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| | | | | | | | | | | | | | | | | | | | | | | | | | | |

25 Learning and teaching strategy

The methods of learning and teaching are geared to progression from level 5 to level 6. Individual module descriptors provide details of learning outcomes as well as methods of teaching and learning. The major forms of teaching methods will be lectures, seminars and workshops. Other methodologies may include; field trips, visits, directed reading, interactive learning via the University computer network and the Moodle Learning Platform, case study analysis, research, group learning activities, reflective reports (e.g. utilising student progress report files in relation to personal development planning) and presentations. Industry practitioners will also be used wherever possible in providing expert knowledge in their specialist or functional areas.

Teaching and delivery of curricular material will be through a blend of lectures, tutorials, seminars/discussions, workshops and other appropriate teaching modes, utilising a variety of learning and assessment methods, including; -

- the consideration of a variety of types and sources of case studies and evidence references including those drawn from the previous experience of the students and the teaching staff delivering the programme;
- individual and/or team discussions/presentations undertaken in class as part of the approach to formative assessment and guidance throughout the delivery of the programme;
- joint class discussions, workshop discussion, individual tutorial discussion;
- Tutorial-support surgeries; and other appropriate learning methods.

Lectures

Lectures to larger groups of students (up to 50) provide the overall framework within which learning can be coherently and effectively delivered and are devised to enable students to contextualise their learning within the keynote concepts and subject exploration appropriate for each programme. Lectures also enable the presentation of a consistent body of knowledge to be taught to student cohorts where career backgrounds and experience may vary. Lectures provide a background to directed learning and a means for engendering critical thinking and the consideration of evaluative and analytic approaches to topics and subject areas. These form the topics discussed in the seminars.

Seminars

Seminars which are delivered to smaller groups of students (up to 25) are designed to enable students to develop their critical perspectives on a topic or subject. They require students to provide papers exploring subject areas or topics related to themes explored in modules. Seminars explore theoretical or practical concepts as well as introducing problem solving and creative approaches and are used to provide experience in the presentation of argument and discussion as well as providing opportunities for formative feedback to individuals and to student groups on their academic performance. Seminars encourage reflection on practice and discussion of examples drawn from the individual experiences of students and faculty staff are encouraged as is critical evaluation and reflection on the learning which has arisen from these examples.

Module Subject Tutorials

Tutorials are interactive and provide discussion opportunities with individual students or small groups of students (up to 10). Discussions may include consideration of approaches to a problem, or assignment task, or similar area of academic support.

Individual critical appraisal and the encouragement of reflection on learning form a keynote of tutorials whether delivered to individuals or groups. Tutorials are used to monitor progress including monitoring progress of projects. Regular timetabling of tutorials enables careful and sequential monitoring of the progress with work to be undertaken and provides an opportunity for specific advice to be given on critical thinking; analysis, synthesis of information and the formation of arguments, evaluation; hypothesis formation; critical approaches to ideas and viewpoints, interpretation and use of evidence, and other supportive commentary.

Practical Workshops-Discussions

Practical workshops provide direct skills development and support in specific modules. The sessions are interactive, enabling students to practice and refine their skills within a learning environment which provides formative and focused feedback and contributes to the development of individual learning. Workshops also enhance applied skills and contribute to professional development capability. They facilitate transition between theory and the workplace and encourage reference to individual learning examples.

Group-discussion

In class group-discussion is also used and groups may be asked to discuss a problem, concept, theme, or similar field or aspect of management or its contexts and may be expected to make an in-class presentation of viewpoints.

Case Studies

Case studies drawn from a variety of “real world” references are part of the teaching and learning strategy and are used in a range of modules. Fictional, real, or simulated case studies are used to support the development of analytic, evaluative, and synthetic reasoning and the formation of judgments. Case studies may be retrospective, focused on current problem areas, or prognostic. Case study discussion examples are used within formal workshop and lecture sessions and are contextualised through the students reflection on their personal experiences and learning and employment backgrounds

Directed Learning

Directed Learning may be composed of learning tasks which are specified by the tutor/lecturer and which are a specific set of learning tasks, which may be exercises, individual research activities, subject related learning exercises, case study analyses, data analysis, description-referencing-team discussions-learning group exercises. Directed learning tasks follow from the Lecture/Seminar teaching or from tutorial sessions, or set discussion sessions, or group work, or individual set work outside of class, seminar/lecture/tutorial preparation tasks and requirements.

Learning Strategies

Students are expected to take greater responsibility for their own learning as they progress through their programmes. The student-centred approach will be encouraged through the use of specific teaching strategies; case studies; projects; practical exercises, supplemented by the use of appropriate support materials; videos; computer software; etc. Active engagement with the subject material is directly encouraged and is viewed as a means of enhancing learning.

Research Skills Development

Students are expected to develop systemic research skills through undertaking an independent research project in Trimester 6 of their programmes. by choosing one of the two routes. The research project is coordinated by the BABS programme

leader with the support of Campus Head and the programme delivery team, in liaison with the nominated University link tutor/moderator.

26 The Wrexham Glyndŵr Graduate

| Module title | CORE ATTRIBUTES | | | | KEY ATTITUDES | | | | | PRACTICAL SKILLSETS | | | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | Engaged | Creative | Enterprising | Ethical | Commitment | Curiosity | Resilient | Confidence | Adaptability | Digital fluency | Organisation | Leadership and team working | Critical thinking | Emotional intelligence | Communication |
| Global Strategic Management | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Building a Sustainable Organisation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Dissertation (Double Unit) | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Business Project (Double Unit) | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Case Study Analysis | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> |
| Contemporary Management Issues | | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

27 Work based/placement learning statement

This programme does not include a work based/learning element.

28 Welsh medium provision

The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh. However, as the programme is being delivered in English students will submit their assessments in English.

29 Assessment strategy

The programme seeks to deliver varied learning experiences, teaching and assessment in order to develop appropriate knowledge and understanding, and to enhance a variety of key/transferable skills.

It is expected that students will begin to use and develop critical skills from the beginning of the programme. Students will be assessed in a number of ways, including assessed written work presented in a specified variety of forms and formats, individual/industry/commercial/professional/practice related reports, professional presentation papers and reflective reports.

Assessment of knowledge and understanding is achieved using a range of in- class,

in-module and end of module assessments which include:-

- Assignments, (In respective report, case studies, project, essay formats)
- Reports
- Case study analysis
- Essays
- Dissertation
- Project report

Students are encouraged to use a wide range of evidential sources and information references as the basis for the production of work submitted for assessment. The use of individual skills of critique, analysis, evaluation and synthesis are a requirement of module assessment outcomes.

Lecturers are expected to utilise a balance of diagnostic, formative and summative assessment during the programme appropriate to their module. These can range from providing feedback on presentations given in class, or exercises undertaken individually or in groups, to self-marked practice mini assignments via a detailed marking scheme provided to students via the virtual learning environment (Student Portal) or other means as appropriate.

Assessment methods and tariffs

Assessments will normally be related to a careful balance between assessing theoretical knowledge, applied concepts and practically focused, employment related activity. Case study evaluation, and business project work and simulated activity are all used and parallel the exploration of the theoretical basis for business practices. Written work (e.g. assignments), are designed so that they meet QAA subject benchmark statement requirements and the overall programme learning outcomes.

A range of assessment methods will consequently be employed in the assessment of the participants. The programme assessment tariff will be aligned with the university recommended tariffs

Management of Assessment Strategy

The learning and teaching strategy is an integral foundation for the rigorous management of the assessment strategy. The regular monitoring of student commitment ensures that the academic participation and work produced by each student is well known and able to be confidently confirmed as belonging to the student. In addition to the use of electronic software (Turnitin) the consistent contact with each student ensures the effective oversight of their progress through the programme in addition to building a clear knowledge of their academic abilities, stage of development, and standards of work.

Double marking and moderation is used on an agreed basis with the University. University external examiners view the marks awarded and the work submitted for assessment for an agreed, stratified sample of work for each module. University moderators/External Examiners also view work submitted for assessment according to university protocols.

| Module code & title | Assessment type and weighting | Indicative submission date |
|---------------------|-------------------------------|----------------------------|
|---------------------|-------------------------------|----------------------------|

| | | |
|--|---|-------------|
| Below are the Final Year Top up Modules (120 credits) | | |
| By completing the final top up programme, students are awarded BA (Hons) Business Studies | | |
| Global Strategic Management | Individual Report (3000 words) 100% | Trimester 5 |
| Building a Sustainable Organisation | Individual Report 30%; 1000 words; Individual Case Study Analysis 70%; 2000 words | Trimester 5 |
| Case Study Analysis | Individual Case Study Analysis 100%; 3000 words | Trimester 5 |
| Contemporary Management Issues | Individual Essay 50% Individual Case Study Analysis 50% | Trimester 6 |
| Dissertation (Double Unit) or | Individual Dissertation 100% | Trimester 6 |
| Business Project (Double Unit) | Individual Business Project 100% | Trimester 6 |

30 Assessment and award regulations

Derogations

N/A

Non-credit bearing assessment

N/A

Borderline classifications (for undergraduate programmes only)

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 *dissertation or other substantial* module is within the higher classification.

Ordinary Degree (for undergraduate programmes only)

N/A

Restrictions for trailing modules (for taught masters programmes only)

N/A

Prerequisites for proceeding to the research component (for MRes programmes only)

N/A

31 Quality Management

All provision will comply with the University processes 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 following mechanisms will be used to help evaluate, enhance and review programme delivery;

Student Evaluation of Modules at the end of each module delivery
 Student Voice Forum meetings – held twice per semester
 Programme Management Committee Meetings – held at least once per semester
 Individual student feedback – to tutors and management
 Student representatives – elected for all cohorts
 Annual Monitoring reports

Periodic review and re-validation process
External Examiner reports
PSRB requirements and accreditation activities (NCFHE in Malta)

LSC has clearly defined policies for managing the quality of the student learning experience. These are set out in the School's Quality Handbook and apply to the delivery of programmes across all international campuses. The effectiveness of these policies is monitored through the School's academic management structures and the deliberative committees. The terms of reference for these committees are set out in the Quality Handbook. LSC continually reviews and enhances the quality of the student learning experience

All quality procedures at LSCM, including setting assessments, marking and moderation are overseen by LSC in London. Flying faculty frequently visit the campus and sit in on lectures and discuss the student experience with local faculty.

Regular staff development events are held in London for all LSC campuses with overseas staff participating via video conference.

32 Learning support

Institutional level support for students

LSC has its own local student support services for both pastoral and academic matters. The School has a physical library on site and in addition students have borrowing rights at Universities in Malta. They also have access to LSC's on-line library resources which include databases (EBSCO) and journals

Support for students and their learning

Students at LSC will have their own local Personal Tutor with whom they are required to meet regularly to discuss their academic progress. Personal Tutors track student attendance and will contact them if they have any absences which are not accounted for.

33 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 Equality and Diversity Policy <https://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/EqualityandDiversity/> ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.

Appendix 1 Delivery Schedule LSCM London School of Commerce Malta

Trimester 1 – Oct to Jan

Trimester 2 – Feb to May

Trimester 3 – Jun to Aug

intake 1 – Oct start, delivery to end May, marking LSCM June, moderation WGU July Assessment Boards end July

intake 2 – Feb start, deliver to end August, marking LSCM Sept, moderation WGU Oct, Boards end Oct

intake 3 – June start, delivery to end Jan, marking LSCM Feb, moderation WGU March, Boards end March

BA (Hons) Business Studies (Top up)

All Intakes

| Level Six | | | | | | | | |
|------------------------------|---------------|--------------------------------|---------------|-------------------------------------|---------------|--------------|---------------|------------------|
| Trimester 1, LSCM semester 5 | Mod title | Global Strategic Management | Mod title | Building a Sustainable Organisation | Mod title | Dissertation | Mod title | Business Project |
| | Mod code | BUS681 | Mod code | BUS685 | Mod code | BUS686 | Mod code | BUS680 |
| | New/Exist | New | New/Exist | New | New/Exist | New | New/Exist | New |
| | Credit value | 20 | Credit value | 20 | Credit value | 40 | Credit value | 40 |
| | Core/Opt | Core | Core/Opt | Core | Core/Opt | Option | Core/Opt | Option |
| | Module leader | Mervyn Sookun | Module leader | Dr Rajendra Kumar | Module leader | | Module leader | |
| Trimester 2, LSCM semester 6 | Mod title | Contemporary Management Issues | Mod title | Case Study Analysis | Mod title | Dissertation | Mod title | Business Project |
| | Mod code | BUS684 | Mod code | BUS683 | Mod code | BUS686 | Mod code | BUS680 |
| | New/Exist | New | New/Exist | New | New/Exist | New | New/Exist | New |
| | Credit value | 20 | Credit value | 20 | Credit value | 40 | Credit value | 40 |
| | Core/Opt | Core | Core/Opt | Core | Core/Opt | Option | Core/Opt | Option |
| | Module leader | Anand Walser | Module leader | Dr Uma Mohan | Module leader | Roger Telfer | Module Leader | David Mwaura |

Appendix 2 Delivery Schedule LSCD London School of Commerce Dhaka

Trimester 1 – Oct to Jan

Trimester 2 – Feb to May

Trimester 3 – Jun to Aug

intake 1 – Oct start, delivery to end May, marking LSCM June, moderation WGU July Assessment Boards end July

intake 2 – Feb start, deliver to end August, marking LSCM Sept, moderation WGU Oct, Boards end Oct

intake 3 – June start, delivery to end Jan, marking LSCM Feb, moderation WGU March, Boards end March

BA (Hons) Business Studies

All Intakes

| Level Six | | | | | | | | |
|------------------------------|---------------|--------------------------------|---------------|-------------------------------------|---------------|--------------|---------------|------------------|
| Trimester 1, LSCM semester 5 | Mod title | Global Strategic Management | Mod title | Building a Sustainable Organisation | Mod title | Dissertation | Mod title | Business Project |
| | Mod code | BUS681 | Mod code | BUS685 | Mod code | BUS686 | Mod code | BUS680 |
| | New/Exist | New | New/Exist | New | New/Exist | New | New/Exist | New |
| | Credit value | 20 | Credit value | 20 | Credit value | 40 | Credit value | 40 |
| | Core/Opt | Core | Core/Opt | Core | Core/Opt | Option | Core/Opt | Option |
| | Module leader | | Module leader | | Module leader | | Module leader | |
| Trimester 2, LSCM semester 6 | Mod title | Contemporary Management Issues | Mod title | Case Study Analysis | Mod title | Dissertation | Mod title | Business Project |
| | Mod code | BUS684 | Mod code | BUS683 | Mod code | BUS686 | Mod code | BUS680 |
| | New/Exist | New | New/Exist | New | New/Exist | New | New/Exist | New |
| | Credit value | 20 | Credit value | 20 | Credit value | 40 | Credit value | 40 |
| | Core/Opt | Core | Core/Opt | Core | Core/Opt | Option | Core/Opt | Option |
| | Module leader | | Module leader | | Module leader | | Module Leader | |

Appendix 3 Delivery Schedule LSCD London School of Commerce Egypt

All Intakes

LSC Programme Leader/Coordinator: Anand Walser

Trimester 1 – Oct to Jan

Trimester 2 – Feb to May

Trimester 3 – Jun to Aug

intake 1 – Oct start, delivery to end May, marking LSC June, moderation WGU July Assessment Boards end July

intake 2 – Feb start, deliver to end August, marking LSC Sept, moderation WGU Oct, Boards end Oct

intake 3 – June start, delivery to end Jan, marking LSC Feb, moderation WGU March, Boards end March

| Level Six | | | | | | | | |
|------------------------------|---------------|---------------------------------------|---------------|--|---------------|---------------------|---------------|-------------------------|
| Trimester 1, LSCM semester 5 | Mod title | Global Strategic Management | Mod title | Building a Sustainable Organisation | Mod title | Dissertation | Mod title | Business Project |
| | Mod code | BUS681 | Mod code | BUS685 | Mod code | BUS686 | Mod code | BUS680 |
| | New/Existing | Existing | New/Existing | Existing | New/Existing | Existing | New/Exist | Existing |
| | Credit value | 20 | Credit value | 20 | Credit value | 40 | Credit value | 40 |
| | Core/Opt | Core | Core/Opt | Core | Core/Opt | Option | Core/Opt | Option |
| | Module leader | Mervyn Sookun | Module leader | Dr Rajendra Kumar | Module leader | Roger Telfer | Module leader | David Mwaura |
| Trimester 2, LSCM semester 6 | Mod title | Contemporary Management Issues | Mod title | Case Study Analysis | Mod title | Dissertation | Mod title | Business Project |
| | Mod code | BUS684 | Mod code | BUS683 | Mod code | BUS686 | Mod code | BUS680 |
| | New/Existing | Existing | New/Exist | Existing | New/Exist | Existing | New/Exist | Existing |
| | Credit value | 20 | Credit value | 20 | Credit value | 40 | Credit value | 40 |
| | Core/Opt | Core | Core/Opt | Core | Core/Opt | Option | Core/Opt | Option |
| | Module leader | Anand Walser | Module leader | Dr Uma Mohan | Module leader | Roger Telfer | Module Leader | David Mwaura |

Appendix 4 Delivery Schedule LSC campus, Veritus University Abuja

BA (Hons) Business Studies - Top up All Intakes

Trimester 1 – Oct to Jan
Trimester 2 – Feb to May
Trimester 3 – Jun to Aug

intake 1 – Oct start, delivery to end May, marking LSC June, moderation WGU July Assessment Boards end July

intake 2 – Feb start, deliver to end August, marking LSC Sept, moderation WGU Oct, Boards end Oct

intake 3 – June start, delivery to end Jan, marking LSC Feb, moderation WGU March, Boards end March

| Level Six | | | | | | | | |
|--------------------------------|---------------|---------------------------------------|---------------|--|---------------|---------------------|---------------|-------------------------|
| Trimester 1, LSCM semeste 5 | Mod title | Global Strategic Management | Mod title | Building a Sustainable Organisation | Mod title | Dissertation | Mod title | Business Project |
| | Mod code | BUS681 | Mod code | BUS685 | Mod code | BUS686 | Mod code | BUS680 |
| | New/Exist | New | New/Exist | New | New/Exist | New | New/Exist | New |
| | Credit value | 20 | Credit value | 20 | Credit value | 40 | Credit value | 40 |
| | Core/Opt | Core | Core/Opt | Core | Core/Opt | Option | Core/Opt | Option |
| | Module leader | Mervyn Sookun | Module leader | Dr Rajendra Kumar | Module leader | | Module leader | |
| Trimester 2, LSCM semeste 6 | Mod title | Contemporary Management Issues | Mod title | Case Study Analysis | Mod title | Dissertation | Mod title | Business Project |
| | Mod code | BUS684 | Mod code | BUS683 | Mod code | BUS686 | Mod code | BUS680 |
| | New/Exist | New | New/Exist | New | New/Exist | New | New/Exist | New |
| | Credit value | 20 | Credit value | 20 | Credit value | 40 | Credit value | 40 |
| | Core/Opt | Core | Core/Opt | Core | Core/Opt | Option | Core/Opt | Option |
| | Module leader | Anand Walsler | Module leader | Dr Uma Mohan | Module leader | Roger Telfer | Module Leader | David Mwaura |