KEY PROGRAMME INFORMATION

Originating institution(s) Bournemouth University	Faculty responsible for the programme Bournemouth University Business School
Final award(s), title(s) and credits BA (Hons) Business and Management **The award requires 360 credits (180 ECTS)**	
Intermediate award(s), title(s) and credits A Certificate in Higher Education (Cert HE) in Business and Management is awarded to a student who exits with 120 credits (60 ECTS) achieved at Level 4. A Diploma in Higher Education (Dip HE) in Business and Management is awarded to a student who exits with 120 credits (60 ECTS) achieved at Level 4 and 120 credits (60 ECTS) achieved at Level 5.	
UCAS Programme Codes NN12	**HECoS (Higher Education Classification of Subjects) Codes** • BA (Hons) Business and Management: 100078

External reference points
• The UK Quality Code for Higher Education including:
    o Qualifications Frameworks (incorporating the Framework for Higher Education Qualifications) (FHEQ);
    o Characteristics Statements (Foundations Degrees, Master's Degrees, Doctoral Degrees)
    o Credit Frameworks;
    o Subject Benchmark Statement: Business and Management (Feb 15).
• Professional, Statutory and Regulatory Body (PSRB) standards and guidelines (see below).
• Principles for Responsible Management Education (PRME)
• UN Sustainable Development Goals (UNSDG)
• British Chambers of Commerce
• Confederation of British Industry
• Department for International Trade
• Institute of Directors
• World Economic Forum	

Professional, Statutory and Regulatory Body (PSRB) links • The Association to Advance Collegiate Schools of Business (AACSB International)	
Places of delivery Bournemouth University	
Mode(s) of delivery Full-Time Sandwich Full-Time	**Language of delivery** English
Typical duration 4 Years (Full-Time Sandwich) 3 Years (Full-Time) Level 4: 1 year Level 5: 1 year Level P (optional sandwich placement): 1 year	

Level 6: 1 year	
Date of first intake September 2020	**Expected start dates** September
Maximum student numbers Not applicable	**Placements** **Full-Time Sandwich** • Compulsory 30-week (minimum) Placement in Year 3 (Level P); • Placement must be full-time, in a position of meaningful responsibility, and formally approved by BU; • Placement must normally comprise no more than two separate internships; • Students with prior work experience may be considered for exemption from Placement in accordance with BU's Policies and Procedures; • Students wishing not to undertake a Placement may transfer to the Full-Time (3-year) programme. **Full-Time** • Students undertaking this route are encouraged to secure shorter-term and/or part-time work experience through opportunities promoted via MyCareerHub.
Partner(s) Not Applicable.	**Partnership model** Not applicable
Date of this Programme Specification December 2022	
Version number V1.3-0922	
Approval, review or modification reference numbers E20181926 EC2021 01, BU2020/21 01 approved 30/09/2020, previously v1.0 FM2021 19, approved 05/05/2021, previously v1.1 BUBS2122 09 approved 17/11/2021, previously v1.2 EC2122 26, approved 19/04/2022 EC 2223 02 EC 2223 02 approved 20/12/2022	
Author Mark Ridolfo	

PROGRAMME STRUCTURE

The Business and Management suite of programmes has been developed according to the principles of 'deferred choice' and 'personalisation', to optimise opportunities for students to tailor their studies according to their personal preferences, academic strengths and future career aspirations.

Accordingly, with the exception of students joining BA (Hons) Business and Management (Economics) or BA (Hons) Business and Management (Finance), students are not required to specify their preferred Award until after Level 5. Furthermore, students may change specialisms between Levels 5 and 6, provided they have the appropriate academic underpinning to study the desired Level 6 units.

Whilst the programmes are separate and result in a unique 'Named (Programme) Award', e.g. BA (Hons) Business and Management (Finance) or BA (Hons) Business and Management (Marketing), they share core and optional units at Levels 4 and 5. Thus, each Programme may be regarded as a 'Pathway' through the suite of core and optional units, leading to, at Level 6, a specific Named (Programme) Award.

In order to be eligible for a 'Named (Programme) Award', a student must have studied a minimum of 80 credits at Levels 5 and 6 (i.e. 1/3 of Award-bearing credits), within the cognate area (specialist Pathway), at least 60 of which must be at Level 6, including the Project.

A student who wishes to transfer from one Pathway to another, between Levels 5 and 6, may or may not be eligible for a 'Named (Programme) Award', depending on the options studied at Level 5. A student who does not meet the eligibility criteria for a 'Named (Programme) Award' will be awarded BA (Hons) Business and Management.

Each separate Programme Specification details the required units that need to be studied, in order for a student to receive that Award. A summary for all Awards is found in Table 1, 'Named (Programme) Award Required Units', further below.

Programme Award and Title: BA (Hons) Business and Management

Year 1/Level 4

- Students are required to complete the 6 core units listed below, which are fundamental to understanding business and management.
- A student who starts on BA (Hons) Business and Management, but who wishes to transfer to BA (Hons) Business and Management (Economics) at the end of Semester 1, may <u>not</u> normally do so.
- A student who starts on BA (Hons) Business and Management, but who wishes to transfer to BA (Hons) Business and Management (Finance) at the end of Semester 1 may do so.
- A student who starts on BA (Hons) Business and Management (Finance), but wishes to transfer to BA (Hons) Business and Management at the end of Semester 1 may do so.
- A student who starts on BA (Hons) Business and Management (Economics), but wishes to transfer to *either* BA (Hons) Business and Management *or* BA (Hons) Business and Management (Finance) at the end of Semester 1 may do so.

Unit Name	Core / Option	No. of Credits	Assessment Element Weightings				Expected Contact hours per unit	Unit Version No.	HECoS Code
			Exam 1	Exam 2	Cwk 1	Cwk 2			
Developing Management Competencies	Core	20			100		30	v1.1	100078
Global Business Environment	Core	20			50	50	40		100449
Introduction to Accounting	Core	20	25	75			40		100105

Unit Name	Core / Option	No. of Credits	Exam 1	Cwk 1	Cwk 2	Expected Contact hours per unit	Unit Version No.	HECoS Code
Organisational Behaviour and Responsible Management	Core	20	70	30		40		100085
Business Simulation	Core	20		70	30	30		100078
Fundamentals of Marketing	Core	20		70	30	40		100075

Progression requirements: To proceed to Level 5, students must normally achieve 120 Level 4 credits.

Exit qualification: A Certificate in Higher Education (Cert HE) in Business and Management is awarded to a student who exits with 120 credits (60 ECTS) achieved at Level 4.

Year 2/Level 5

- Students are required to complete 6 units, including a mimimum of 2 core units. Additional core units may be required, depending on the student's specialist Pathway / desired final Award.
- Students have the opportunity, in Semester 2, to study abroad at an approved Partner University.
- Details of which options / combinations, if any, students are required to study, in order to be eligible for a 'Named (Programme) Award' are provided in the relevant 'Pathway' Programme Specification, as well as in the 'Named (Programme) Awards Required Units' Table below (Table 1).

Unit Name	Core / Option	No. of Credits	Exam 1	Cwk 1	Cwk 2	Expected Contact hours per unit	Unit Version No.	HECoS Code
Recruiting, Selecting and Retaining Talent	Core	20		100		40		100085
Strategic Management	Core	20		100		40	1.1	100810
Global Operations Management	Option	20	50	50		40		100093
Project Management	Option	20		100		35		100812
Consumer Behaviour and Contemporary Issues	Option	20	60	40		40	1.0	100075
Branding and Integrated Communications	Option	20		50	50	40		100075
Supply Chain Management	Option	20		100		40		100093
Fundamentals of HRM	Option	20	70	30		40		100085
Globally Responsible Business Practice	Option	20		100		40		100078
Digital Marketing Fundamentals	Option	20		40	60	40		100075

Progression requirements: To proceed to Placement (Full-Time Sandwich) or Level 6 (Full-Time), students must normally achieve 120 Level 5 credits. Students who have failed 20 credits, or exceptionally 40 credits, may progress to the next stage where the Assessment Board allows the student to carry the credit into the subsequent level for the next reassessment opportunity.

Exit qualification: A Diploma in Higher Education (Dip HE) in Business and Management is awarded to a student who exits with 120 credits (60 ECTS) at Level 4 and 120 credits (60 ECTS) achieved at Level 5.

Compulsory placement year in industry/business (Full-Time Sandwich mode only)

- Compulsory 30-week (minimum) Placement in Year 3 (Level P);
- Placement must be full-time, in a position of meaningful responsibility and formally approved by BU;
- Placement must normally comprise no more than two separate internships;
- Students with prior work experience may be considered for exemption from Placement in accordance with BU's Policies and Procedures.
- Students wishing not to undertake a Placement may transfer to the Full-Time (3-year) programme.

Progression requirements: To proceed to Level 6, students must have met all Placement requirements, including successful completion of a Professional Development Portfolio.

Year 3/Level 6

- Students are required to complete a minimum of 3 core units and 2 optional units. 2 core units are taught and the other core unit is a 40-credit Project.
- Details of which options / combinations students are required to study, in order to be eligible for a 'Named (Programme) Award' are provided in the relevant 'Pathway' Programme Specification, as well as in the 'Named (Programme) Awards Required Units' Table below (Table 1).
- In order to be eligible for a 'Named (Programme) Award', a student must have studied a minimum of 80 credits at Levels 5 and 6 (i.e. 1/3 of Award-bearing credits) within the cognate area (specialist Pathway), at least 60 of which must be at Level 6, including the Project.
- A student who wishes to transfer from one Pathway to another, between Levels 5 and 6, may or may not be eligible for a 'Named (Programme) Award', depending on the options studied at Level 5. A student who does not meet the eligibility criteria for a 'Named (Programme) Award' will be awarded BA (Hons) Business and Management.
- Students may select from 4 Project types, depending on their Level 6 specialist Pathway:
    - Research Project
    - Reflective Practitioner Project
    - Consultancy Project
    - Entrepreneurship Project
- Table 2, 'Project Requirements', below identifies the Project types that students may select from.
- Irrespective of the Project type selected, the topic area of the Project <u>must</u> be within the 'Named (Programme) Award' cognate area.

Unit Name	Core / Option	No. of Credits	Exam 1	Cwk 1	Cwk 2	Expected Contact hours per unit	Unit Version No.	HECoS Code
Research in Business and Management	Core	20	30	70		40		100962
Organisational Leadership	Core	20		100		40		100088
Research Project*	Core*	40		100		20	1.0	100962
Reflective Practitioner Project*	Core*	40		100		20	1.0	100962
Consultancy Project*	Core*	40		100		20	1.0	100962
Entrepreneurship Project*	Core*	40		100		20	1.0	100962
Hacking for Sustainability Project*	Core*	40		100		20	1.0	100962

Entrepreneurship and Business Ventures	Option	20		100		40		101221
Managing Innovation	Option	20		100		40		101221
Global Operations Strategy	Option	20	50	50		40		100093
Global Supply Chain Management	Option	20		100		40		100093
Contemporary Issues in HRM	Option	20		100		40		100085
SHRM in Context	Option	20		100		40		100085
International Management	Option	20		50	50	35		100085
Global Strategic Marketing	Option	20	40	60		40		100853
Digital Marketing	Option	20		70	30	40		100075
Buying and Merchandising	Option	20		100		40		100092
Fashion Business	Option	20		100		40		100054
Advanced Project Management	Option	20		100		35	1.0	100812

* Students must select <u>one</u> Project type

Exit qualification: BA (Hons) Business and Management

Sandwich UG award: Requires 120 (60 ECTS) credits at Level 4, 120 credits (60 ECTS) at Level 5, 120 credits (60 ECTS) and successful completion of a Placement year.

Full-Time UG award: Requires 120 (60 ECTS) credits at Level 4, 120 credits (60 ECTS) at Level 5 and 120 credits (60 ECTS).

Table 1: Named (Programme) Award Required Units

Named (Programme) Award (Programme)	Level 5 Unit Requirements (if any)	Level 6 Unit Requirements
BA (Hons) Business and Management	✓ N/A	✓ Any permitted option (x2) combination, subject to appropriate academic underpinning ✓ Project
BA (Hons) Business and Management (Economics)	✓ Intermediate Micro-economics ✓ Intermediate Macro-economics	✓ International Economics ✓ Investment Management ✓ Project
BA (Hons) Business and Management (Entrepreneurship)	✓ N/A	✓ Entrepreneurship & Business Ventures ✓ Managing Innovation ✓ Project
BA (Hons) Business and Management (Finance)	✓ Management Accounting ✓ Corporate Financial Management ✓ Financial Reporting	✓ Advanced Accounting Theory and Practice ✓ *1 from*: o Investment Management

		o Advanced Management Accounting ✓ Project
BA (Hons) Business and Management (Global Operations)	✓ Global Operations Management ✓ Supply Chain Management	✓ Global Operations Strategy ✓ Global Supply Chain Management ✓ Project
BA (Hons) Business and Management (HRM)	✓ Fundamentals of HRM	✓ *2 from:* o Contemporary Issues in HRM o SHRM in Context o International Management ✓ Project
BA (Hons) Business and Management (Marketing)	✓ Consumer Experience and Contemporary Issues ✓ Branding and Integrated Communications ✓ Digital Marketing Fundamentals	✓ Global Strategic Marketing ✓ *1 from:* o Digital Marketing o Buying & Merchandising o Fashion Business ✓ Project
BA (Hons) Business and Management (Project Management)	✓ Project Management	✓ Advanced Project Management ✓ *1 from:* o Managing Innovation o Global Supply Chain Management* ✓ Project ** Must normally have studied Supply Chain Management at Level 5.*
BA (Hons) Business and Management (Retail Management)	✓ Supply Chain Management	✓ Buying & Merchandising ✓ *1 from:* o Fashion Business o Digital Marketing ✓ Project
BA (Hons) Business and Management (*Top-Up*)	✓ N/A	✓ Any permitted option (x2) combination, subject to appropriate academic underpinning ✓ Project
BA (Hons) International Business and Management	✓ Globally Responsible Business Practice ✓ Fundamentals of HRM	✓ International Management ✓ Global Strategic Marketing ✓ Project

Table 2: Project Requirements

Students must *normally* select their Project type according to the Table below. Students wishing to select an alternative Project type may request to do so, providing a rationale and proposal. The Programme Leader and relevant Project Coordinator will decide whether the request may be approved.

To be eligible for the Named (Programme) Award, students' Project topic / focus <u>must</u> be linked to their Level 6 Pathway specialisation, i.e. in the same subject cognate area. For example, a student wishing to graduate with BA (Hons) Business and Management (Marketing) must undertake a Marketing Project.

Named (Programme) Award	Hacking for Sustainability Project	Research Project	Reflective Practitioner Project	Consultancy Project	Entrepreneurship Project
BA (Hons) Business and Management	✓	✓	✓	✓	
BA (Hons) Business and Management (Economics)	✓	✓			
BA (Hons) Business and Management (Entrepreneurship)		✓			✓
BA (Hons) Business and Management (Finance)	✓	✓	✓		
BA (Hons) Business and Management (Global Operations)	✓	✓			
BA (Hons) Business and Management (HRM)	✓	✓	✓		
BA (Hons) Business and Management (Marketing)	✓	✓	✓	✓	
BA (Hons) Business and Management (Project Management)	✓	✓		✓	
BA (Hons) Business and Management (Retail Management)	✓	✓	✓	✓	
BA (Hons) Business and Management (*Top-Up*)	✓	✓	✓	✓	✓
BA (Hons) International Business and Management	✓	✓	✓		

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

The Business and Management suite of programmes has been developed in accordance with the Subject Benchmark Statement for Business and Management (February 2015), which states that the purpose of business and management programmes is threefold:

- increasing understanding of organisations, their management, the economy and the business environment;
- preparation for and development of a career in business and management;
- enhancement of a wide range of skills and attributes which equip students to become effective global citizens.

The provision has been informed by a wide range of internal and external reference points, including:

- BU Business School Industry Advisory Board
- BU Business Studies Alumni LinkedIn group
- BU Business Studies Alumni Panel
- BU Centre for Excellence in Learning
- British Chambers of Commerce
- The Confederation of British Industry (CBI)
- The Department for International Trade (DIT)
- The Institute of Directors (IoD)
- Principles for Responsible Management Education (PRME)
- The UK Quality Code for Higher Education
- UN Sustainable Development Goals (UNSDG)
- The World Economic Forum

The design of the Programmes has also been informed by the expectations and requirements of the following Professional, Statutory and Regulatory Bodies:

- The Association to Advance Collegiate Schools of Business (AACSB International)
- The Association for Chartered Certified Accountants (ACCA)
- The Association for Project Management (APM)
- The Chartered Management Institute (CMI)
- The Chartered Institute of Management Accountants (CIMA)
- The Chartered Institute of Marketing (CIM)
- The Institute of Direct and Digital Marketing (IDM)
- The Institute of Chartered Accountants in England and Wales (ICAEW)

Accordingly, Bournemouth University's Business and Management programmes aim to develop critically informed, responsible, versatile, agile and resourceful graduates who:

- possess the knowledge, skills, values, behaviours and personal attributes to manage effectively in a range of dynamic organisational contexts;
- are critically aware of the wider impact of decisions on organisational stakeholders and society;
- have highly-developed team-working, communication, interpersonal, problem-solving and research skills;
- are able to independently manage their own learning, personal and professional development.

Graduates from these programmes will be able to operate professionally and effectively in a range of industrial, commercial and professional contexts, and improve an organisation's ability to perform, change and compete. Their subject-specific knowledge, combined with strong interpersonal, managerial and practical competencies will allow them to pursue management opportunities across a wide spectrum of roles, organisations and sectors, both at home and internationally.

Emphasis within all programmes is placed on the acquisition and informed application of knowledge and understanding, as well as the development of professional skills, values, behaviours, capabilities and personal qualities to act upon that knowledge. Throughout their studies, students are required to engage critically, by considering such issues as the social, ethical and political impact of decisions, managing diversity, being globally aware, and dealing with uncertainty and ambiguity. Students are encouraged to develop their full potential in a challenging, enterprising and stimulating learning environment, in which there is a strong emphasis on developing autonomy, resourcefulness and the abilities to manage themselves and others.

The development of personal and professional effectiveness, employability skills, global awareness and responsible citizenship features prominently throughout the programme, requiring students to critically reflect upon, and evidence, *inter alia*:

- ability to build and maintain relationships, and work collaboratively, both internally and with external stakeholders, with an awareness of mutual interdependence;
- ability to value diversity and work with people from a range of backgrounds and cultures;
- effective performance within a team environment, including leadership, followership, negotiation, team building, influencing and project management skills;
- effective communication and listening skills, including the ability to produce clear, structured communications in a variety of media and for a range of purposes;
- emotional intelligence and empathy;
- conceptual and critical thinking, analysis, synthesis and evaluation;
- a critical understanding of, and commitment to, ethical management, sustainability and responsible business practice;
- self-management, including a readiness to accept responsibility, become an independent learner, be resilient, proactive and appropriately assertive, and to plan, organise and manage time;
- self-awareness, self-reflection, and a commitment to personal and professional development.

<u>Core content</u>

Irrespective of the Named (Programme) Award* a student pursues at Level 6, all students joining the Programme at Level 4 are required to study the following core units, which enable students to develop knowledge, understanding and skills in subject areas that are fundamental to business and management:

Level 4:

- ❖ Developing Management Competencies
- ❖ Global Business Environment
- ❖ Introduction to Accounting
- ❖ Organisational Behaviour and Responsible Management
- ❖ Business Simulation
- ❖ Fundamentals of Marketing

Level 5:

- ❖ Recruiting, Selecting and Retaining Talent
- ❖ Strategic Management

Level 6:

- ❖ Research in Business and Management
- ❖ Organisational Leadership
- ❖ Project

* Students studying BA (Hons) Business and Management (Economics) and BA (Hons) Business and Management (Finance) will not study all Level 4 units listed. Please refer to separate Programme Specifications.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The Business and Management suite of Programmes is fully aligned with the BU 2025 Strategic Plan, BU's Fusion vision and outcomes, and its values of excellence, inclusivity, responsibility and creativity:

- All our programmes fuse relevant, inclusive and contemporary curricula with the expertise of the teaching team, as well as industry practitioners, both within and beyond the university's campus (A1-A3; B3; C1; C2; D1; D2);
- Learning, teaching and assessment are informed by the current research, education and professional practice interests of the teaching team and relevant external collaborators and partners (A1-A3; B1-B3; C1; D1; D2);
- Our programmes equip students with the intellectual, practical and transferable skills for future employment (A3; B1; C1; C2; D1; D2);
- Our students develop a critical understanding of ethical management, corporate governance and social responsibility, sustainability, and responsible business practice (C1-3; D1; D2);
- Our curricula enable students to develop cultural awareness and/or an appreciation of their subject within a global context through the study of units with an international focus, as well as through opportunities to study and/or work abroad (A1; A2; C2; D3).

Additionally, our programmes align with other key BU priorities, as follows:

- All programmes align with BU's *Common Academic Structure*;
- In accordance with BU's Academic Regulations, Policies and Procedures, all our programmes have entry and exit points at the beginning and end of each Level;
- In order to allow students to better personalise their studies, the programmes are structured according to the principle of deferred choice, enabling students to tailor their studies according to their personal preferences, academic strengths and future career aspirations;
- Our assessment strategy has been fully aligned with the *6C Principles of Assessment Design Policy,* except where PSRB requirements determine otherwise;
- Our programmes align with BU's internationalisation agenda in several ways:
  - units are delivered by academics from all over the world;
  - the international focus of our curricula ensures that our students understand their subject specialism in a global context;
  - they provide opportunities for students to study and/or work abroad;
  - direct entry onto Level 5 or Level 6 is permitted on the basis of Recognition of Prior Learning / Progression.
- Programme delivery makes full use of BU's virtual learning environment (VLE), Brightspace, through which students can remotely access programme-related materials and additional information / support, as well as submit assessment;
- Learning, teaching and assessment on these programmes are informed by BU's 'Centre for Excellence in Learning' (CEL), including the Technology Enhanced Learning (TEL) strategy. Accordingly, blended learning, flipped learning, co-creation, feedback / feed-forward, patchwork assessment, phased assessment, and other dynamic and innovative pedagogical approaches are embedded within the programmes;
- In line with BU's commitments to responsibility and sustainability, the Business and Management curriculum is delivered in accordance with the Principles for Responsible Management Education (PRME), as well as with the UN Sustainability Development Goals (UNSDG);
- The programmes have been designed in accordance with the requirements of the AACSB International, in respect of Assurance of Learning (AoL), as well as to ensure that innovation, engagement and impact are emphasised throughout the curriculum.

LEARNING HOURS AND ASSESSMENT

Bournemouth University's taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The credit value of all Business and Management units, with the exception of the Level 6 Project, is 20 credits. The credit value of the Project is 40 credits.

20 credits equates to 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 Bournemouth University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

Contact hours may take the form of timetabled / scheduled sessions, such as lectures, seminars, demonstrations, lab sessions, one-to-one tutorials, assessment feedback sessions and so on, but may also take the form of virtual contact, e.g. via email, Brightspace (VLE) and other forms of technology.

The number of contact hours for most taught Business and Management units is normally equivalent to 40 hours. However, on units with a particularly strong focus on independent learning and/or group-based assessment, and which seek to simulate real life scenarios, the number of contact hours may be fewer. For example, the following units will typically include 30/35 hours of contact:

- Developing Management Competencies (L4)
- Business Simulation (L4)
- Project Management (L5)
- Advanced Project Management (L6)
- International Management (L6)

The Level 6 Project is based on 20 hours of contact, primarily composed of individual supervision tutorials, Project Forums (Lectures) and virtual support, e.g. via email, Brightspace and other forms of technology.

The assessment workload for a unit takes into account the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection).

Assessment per 20-credit unit normally consists of 3,000 words or equivalent, except where PSRB requirements determine that the assessment load must be greater. Where this is the case, the Unit Specification will specify the assessment load and associated PSRB.

Level 6 Projects are distinct from other assessment types, in that the word count for these assignments is 5,000 words per 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound.

STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of senior academic staff and others who have relevant expertise, including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians and research students.

Since our Business and Management programmes focus significantly on the needs and expectations of employers, as well as organisational contexts and challenges, some assessments, e.g. presentations, simulations, practical exercises, may also be evaluated formatively by qualified professional practitioners, who will typically provide informal feedback at the time of the assessment.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

PROGRAMME AND LEVEL 6 INTENDED PROGRAMME OUTCOMES (please also refer to Programme-specific Programme Specifications)

Level 6 presents students with a dynamic, challenging and intensive learning experience, and the opportunity to specialise in a specific area of business and management. In addition to the three Core units of 'Research in Business and Management', 'Organisational Leadership' and the 'Project', students undertake two specialist, complementary Options, providing them with the opportunity to explore a range of concepts and themes, which they might then explore further within their Project. In order to prepare students for the Project, and enable them to develop a Proposal, the 'Research in Business and Management' unit provides students with the fundamental knowledge, understanding, theories, practices, tools and techniques required to undertake research activities. At Level 6, the steps put in place at Levels 4 and 5, to encourage an appropriate culture, with an emphasis placed on self-managed learning, should now be evident. Students will be expected to take even greater responsibility for their learning experience and show themselves to be near-autonomous learners. Level 6 students are also expected to demonstrate high levels of resilience, as well as the ability to manage information gaps, complexity, uncertainty and ambiguity.

A: Subject knowledge and understanding This Programme / Level 6 provides opportunities for students to develop and demonstrate knowledge and understanding of*:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Programme / Level 6 learning outcomes:
A1 organisations and the complex, diverse and dynamic contexts and environments in which they operate; **A2** business, management, organisational and leadership theories, models, frameworks, functions and processes; **A3** the scope and limitations of current knowledge, understanding and practices; **A4** pervasive, contemporary and emerging issues; **A5** tools, techniques and methods for undertaking research; **A6** the further application of the above to a specific subject discipline, depending on selected Level 6 specialisation**:** • Economics • Entrepreneurship • Finance • Global Operations • HRM • International • Marketing • Project Management • Retail Management	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (A1–A6); • seminars (A1–A6); • guided study (A1-A6); • use of the VLE (A1-A6); • independent study (A1-A6); • collaborative learning (A1-A6). Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • essays / reports (A1-A6); • collaborative assessment (A1-A6); • examinations (A1-A6); • digital artefacts (A1-A6); • presentations (A1-A6); • simulations / role plays (A1-A6); • project (A1-A6).
B: Intellectual skills This Programme / Level 6 provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Programme / Level 6 learning outcomes:

B1 critically evaluate and apply concepts, theories and models to analyse complex and dynamic situations; **B2** collate and integrate evidence from a range of sources to support findings and generate proposed solutions and hypotheses; **B3** analyse and synthesise information, identifying implicit values, detecting false logic or reasoning, and ensuring that conclusions are supported by evidence; **B4** apply appropriate knowledge and skills, in familiar and unfamiliar contexts, to identify, define and resolve complex problems.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (B1–B4); • seminars (B1–B4); • guided study (B1-B4); • use of the VLE (B1-B4); • independent study (B1-B4); • collaborative learning (B1-B4).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • essays / reports (B1-B4); • collaborative assessment (B1-B4); • examinations (B1-B4); • digital artefacts (B1-B4); • presentations (B1-B4); • simulations / role plays (B1-B4); • project (B1-B4).
C: Practical skills This Programme / Level 6 provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Programme / Level 6 learning outcomes:
C1 demonstrate high levels of confidence, competence and professionalism in the use of information and digital technologies, including working effectively in an online environment; **C2** locate, extract and interpret data from multiple sources, acknowledging and referencing sources in accordance with prescribed referencing and ethical requirements; **C3** communicate professionally in a range of different contexts and scenarios, using a variety of media / channels; **C4** prepare and present data in a range of appropriate formats.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (C1-C4); • seminars (C1-C4); • guided study (C1-C4); • use of the VLE (C1-C4); • independent study (C1-C4); • collaborative learning (C1-C4).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • essays / reports (C1-C4); • collaborative assessment (C1-C4); • examinations (C1-C4); • digital artefacts (C1-C4); • presentations (C1-C4); • simulations / role plays (C1-C4); • project (C1-C4).
D: Transferable skills This Programme / Level 6 provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Programme / Level 6 learning outcomes:

D1 perform professionally and sensitively when working in collaboration with others;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):	
D2 deploy a range of high-level interpersonal skills, including effective listening, negotiating, conflict resolution, persuasion and presentation;	• lectures (D1-D6); • seminars (D1-D6); • guided study (D1-D6); • use of the VLE (D1-D6); • independent study (D1-D6); • collaborative learning (D1-D6).	
D3 demonstrate openness and sensitivity to diversity in terms of other people, cultures and practices;		
D4 manage their own motivation, tasks and behaviour in enterprising, creative, innovative and professionally appropriate ways;	Assessment strategies and methods (referring to numbered Intended Learning Outcomes):	
D5 evidence the ability to reflect, upon self and others, in order to improve learning and performance;	• essays / reports (D1-D6); • collaborative assessment (D1-D6); • examinations (D1-D6);	
D6 demonstrate high levels of resilience, as well as the ability to manage information gaps, complexity, uncertainty and ambiguity.	• digital artefacts (D1-D6); • presentations (D1-D6); • simulations / role plays (D1-D6); • project (D1-D6)	

LEVEL 5/DipHE INTENDED LEVEL OUTCOMES (please also refer to Programme-specific Programme Specifications)

Level 5 presents students with the opportunity, in addition to the two Core units, 'Recruiting, Selecting and Retaining Talent' and 'Strategic Management', to personalise their studies by exploring a range of different subject areas, which will inform their Level 6 specialisation. The two Core units provide critical underpinning in respect not only of the Placement, but of Level 6 and beyond. 'Recruiting, Selecting and Retaining Talent' focuses on preparing students for the world of work, and in particular application, recruitment and selection processes, from both a practical and academic perspective. 'Strategic Management' provides students with a critical understanding of strategy in a business and organisational context. At Level 5, the culture of the course and the style of working expected of students focuses on encouraging students to further enhance their self-reliance, resilience, teamworking skills, communication skills and professionalism.

A: Knowledge and understanding Level 5 provides opportunities for students to develop and demonstrate knowledge and understanding of:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 5 learning outcomes:
A1 theories, practices, tools and techniques associated with recruitment, selection and talent management; **A2** theories, practices, tools and techniques associated with strategic analysis and management; **A3** theories, practices, tools and techniques associated with at least four of the following subject areas: global operations; project management; consumer behaviour; branding and integrated marketing communications; supply chain management; HRM; responsible business practice; digital marketing.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (A1–A3); • seminars (A1–A3); • guided study (A1-A3); • use of the VLE (A1-A3); • independent study (A1-A3); • collaborative learning (A1-A3). Assessment strategies and methods (referring to numbered Intended Learning Outcomes):

	• essays / reports (A1-A3); • collaborative assessment (A1-A3); • examinations (A1-A3); • digital artefacts (A1-A3); • presentations (A1-A3); • simulations / role plays (A1-A3); • project (A1-A3).
B: Intellectual skills Level 5 provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 5 learning outcomes:
B1 analyse and evaluate core and specialised business functions and processes; **B2** identify and apply appropriate concepts, theories and models to analyse situations; **B3** select, prioritise, synthesise and integrate information professionally and credibly, ensuring that conclusions are supported by evidence; **B4** deploy an array of skills to undertake business research and generate credible solutions and hypotheses.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (B1–B4); • seminars (B1–B4); • guided study (B1-B4); • use of the VLE (B1-B4); • independent study (B1-B4); • collaborative learning (B1-B4).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • essays / reports (B1-B4); • collaborative assessment (B1-B4); • examinations (B1-B4); • digital artefacts (B1-B4); • presentations (B1-B4); • simulations / role plays (B1-B4).
C: Practical skills Level 5 provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 5 learning outcomes:
C1 demonstrate increasing confidence and competence in the use of information and digital technologies; **C2** locate, extract and interpret data from different sources, acknowledging and referencing sources in accordance with prescribed referencing and ethical requirements; **C3** communicate effectively in a range of different contexts and scenarios, using a variety of media / channels, and presenting data in a range of appropriate formats; **C4** develop a range of strategies for successful placement search.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (C1-C4); • seminars (C1-C4); • guided study (C1-C4); • use of the VLE (C1-C4); • independent study (C1-C4); • collaborative learning (C1-C4).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes):

	• essays / reports (C1-C3); • collaborative assessment (C1-C4); • examinations (C1-C3); • digital artefacts (C1-C4); • presentations (C1-C4); • simulations / role plays (C1-C4).
D: Transferable skills Level 5 provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 5 learning outcomes:
D1 perform professionally and sensitively when working in collaboration with others; **D2** deploy a range of interpersonal skills including effective listening, negotiating, conflict resolution, persuasion and presentation; **D3** demonstrate openness and sensitivity to diversity in terms of other people, cultures and practices; **D4** manage their own motivation, tasks and behaviour in enterprising, creative, innovative and professionally appropriate ways; **D5** evidence the ability to reflect, upon self and others, in order to improve learning and performance; **D6** increasingly demonstrate resilience, and the ability to manage complexity, uncertainty and ambiguity.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (D1-D6); • seminars (D1-D6); • guided study (D1-D6); • use of the VLE (D1-D6); • independent study (D1-D6); • collaborative learning (D1-D6). Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • essays / reports (D1-D6); • collaborative assessment (D1-D6); • examinations (D1-D6); • digital artefacts (D1-D6); • presentations (D1-D6); • simulations / role plays (D1-D6).

LEVEL 4/Cert HE INTENDED LEVEL OUTCOMES (please also refer to Programme-specific Programme Specifications)

Most students are likely to join the course as 'occupational generalists', committed to studying business and management, but with little clear thought as to later specialisation or ultimate career pathway. Most, though not all, applicants will have studied Business Studies and/or Economics to A2 standard. Level 4 provides a broad introduction to the core business activities and the main contexts in which they operate. All students are exposed to international perspectives of business and management, as well as the importance of project management, through the Semester 1 'Developing Management Competencies' unit. In Semester 2, students have the opportunity to integrate their learning from different units, as well as further hone their personal and professional competencies, through a dynamic, contemporary Business Simulation. From the Induction period onwards, students are expected to increasingly take greater responsibility for their own learning and work in partnership with staff to create a culture which emphasises self-management, teamwork, mutual respect and professionalism. The 'Business Simulation' unit provides a focus for students to evidence professional behaviour, a range of interpersonal skills, and the ability to integrate knowledge from the various subjects studied at Level 4.

A: Knowledge and understanding Level 4 provides opportunities for students to develop and demonstrate knowledge and understanding of:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 4 learning outcomes:

A1 theories, practices, tools and techniques associated with the following subject areas: economics; global business; organisational behaviour; responsible management; accounting; marketing; **A2** the inter-relationships between functions, processes and the external environment; **A3** theories, practices, tools and techniques associated with learning, developing employability skills, and personal and professional development.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (A1–A3); • seminars (A1–A3); • guided study (A1-A3); • use of the VLE (A1-A3); • independent study (A1-A3); • collaborative learning (A1-A3).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • essays / reports (A1-A3); • collaborative assessment (A1-A3); • examinations (A1-A3); • digital artefacts (A1-A3); • presentations (A1-A3); • simulations / role plays (A1-A3); • project (A1-A3).
B: Intellectual skills Level 4 provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 4 learning outcomes:
B1 understand, analyse and evaluate core and specialised business functions and processes; **B2** evaluate and apply fundamental concepts, theories and models to analyse situations; **B3** effectively select, prioritise, synthesise and integrate information, ensuring that conclusions are supported by evidence; **B4** deploy appropriate skills to undertake business research and generate proposed solutions and hypotheses.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (B1–B4); • seminars (B1–B4); • guided study (B1-B4); • use of the VLE (B1-B4); • independent study (B1-B4); • collaborative learning (B1-B4).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • essays / reports (B1-B4); • collaborative assessment (B1-B4); • examinations (B1-B4); • digital artefacts (B1-B4); • presentations (B1-B4); • simulations / role plays (B1-B4).
C: Practical skills Level 4 provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 4 learning outcomes:

C1 demonstrate confidence and competence in the use of information and digital technologies; **C2** locate, extract and interpret data from different sources, acknowledging and referencing sources in accordance with prescribed referencing and ethical requirements; **C3** communicate effectively in a range of different contexts and scenarios, using a variety of media / channels, and presenting data in a range of appropriate formats.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (C1-C3); • seminars (C1-C3); • guided study (C1-C3); • use of the VLE (C1-C3); • independent study (C1-C3); • collaborative learning (C1-C3).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • essays / reports (C1-C3); • collaborative assessment (C1-C3); • examinations (C1-C3); • digital artefacts (C1-C3); • presentations (C1-C3); • simulations / role plays (C1-C3).
D: Transferable skills Level 4 provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 4 learning outcomes:
D1 perform effectively when working in collaboration with others; **D2** begin to develop competence and confidence in a range of interpersonal skills, including effective listening, negotiating, conflict resolution, persuasion and presentation; **D3** demonstrate openness and sensitivity to diversity in terms of other people, cultures and practices;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (D1-D6); • seminars (D1-D6); • guided study (D1-D6); • use of the VLE (D1-D6); • independent study (D1-D6); • collaborative learning (D1-D6).
D4 understand and increasingly manage their own motivation, tasks and behaviour in enterprising, creative, innovative and professionally appropriate ways; **D5** evidence the ability to reflect, upon self and others, in order to improve learning and performance; **D6** begin to demonstrate resilience, as well as the ability to manage a degree of complexity, uncertainty and ambiguity.	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • essays / reports (D1-D6); • collaborative assessment (D1-D6); • examinations (D1-D6); • digital artefacts (D1-D6); • presentations (D1-D6); • simulations / role plays (D1-D6).

ADMISSION REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Admission Regulations: https://intranetsp.bournemouth.ac.uk/pandptest/3a-undergraduate-admissions-regulations.pdf

Applicants may be allowed to enter this Programme with or without advanced standing on the basis of completion of courses offered by partner providers. Details of approved partner providers, accepted qualifications and agreed entry criteria are available via the Recognition Register located here: I:\Academic Services\Collaborative\Recognition arrangements

PROGRESSION ROUTES

Recognition arrangements provide formally approved entry or progression routes, through which students are eligible to apply for a place on a programme leading to a BU award. Recognition does not guarantee entry onto the BU receiving programme only eligibility to apply. In some cases, additional entry criteria such as a Merit classification from the feeder programme may also apply. Please see the Recognition Register for a full list of approved Recognition arrangements and agreed entry criteria: I:\Academic Services\Collaborative\Recognition arrangements

In order to take advantage of exciting new approaches to learning and teaching, as well as developments in industry, the current, approved Articulation/Recognition/Progression route(s) for this programme may be subject to change. Where this happens students will be informed and supported by the Faculty as early as possible.

ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Assessment Regulations: https://intranetsp.bournemouth.ac.uk/pandptest/6a-standard-assessment-regulations-undergraduate.pdf

WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

Full-Time Sandwich Mode

Students who opt to study the Programme in Full-Time Sandwich mode undertake a Placement in Year 3 (Level P), which must meet the following criteria:

- minimum of 30 weeks;
- full-time;
- in a position of meaningful responsibility;
- formally approved by BU;
- comprise no more than two separate internships.

The Placement helps students:

- synthesise and integrate their learning;
- enhance their personal and professional effectiveness;
- further develop their employability skills;
- develop their critical skills, through exposure to the application of tools and techniques in a variety of real scenarios;
- critically reflect upon career choices and direction;
- showcase their talents to a potential Graduate employer;
- shape the nature and subject of their final-year subject specialisation;
- refine their ideas in respect of the Level 6 Project.

The Placements team maintains contact with a large and growing network of organisations that regularly turn to the Business School to recruit placement students. Placements can be anywhere in the world, although experience shows that the majority of students find jobs that are UK-based. Placements are carefully screened to ensure that they provide the student with an appropriate, relevant and sufficiently challenging work experience.

Students are primed to begin thinking about Placement search from Level 4 Induction, during which they undertake an Employability Skills Audit, and then within the 'Developing Management Competencies' (DMC) unit, in which they are required to develop a professional online Portfolio, as well as a conventional CV. Furthermore, within the Level 5 unit, 'Recruiting, Selecting and Retaining Talent', students are exposed to a range of contemporary recruitment and selection processes, through a series of simulated activities, so that they feel confident and equipped in respect of application procedures, interview technique, and contemporary recruitment processes, such as assessment centres.

In preparation for the Placement, specialist Placements and Careers staff support and advise students on job search, CVs, application procedures, interview techniques and self-presentation.

The Level 5 Assessment Board determines students' eligibility to progress to Placement. In the case of international students, progression is subject to UK Border Agency regulations and policies.

During their Placement, each student receives ongoing support from a specialist Placement Development Advisor (PDA), who will hold a review meeting with each student whilst they are on Placement. PDAs are crucial members of the Programme Team, as they support and advise students in the development of their Professional Development Portfolio (PDP), as well as in relation to their Level 6 Pathway and Project choices. Students also receive support via other communication channels such as e-mail, telephone and the VLE.

Having completed the Placement, the student is expected to demonstrate:

- an appreciation of organisational processes and practices;
- a critical awareness of the competencies required to manage organisational tasks;
- the ability to adapt and apply academic skills to a professional working environment;
- the ability to manage her/his own personal development and learning effectively as an individual and as part of a team;
- the ability to reflect on experience (reflection on action), personal and professional development.

Exemptions

- Students with prior work experience may be considered for exemption from Placement in accordance with BU's Policies and Procedures;
- Students wishing not to undertake a Placement may transfer to the Full-Time (3-year) programme.

Full-Time Mode

Students undertaking this route are encouraged to secure shorter-term and/or part-time work experience through opportunities promoted via MyCareerHub.

In view of the fact that Graduate employers place such great emphasis on students having undertaken a Placement as part of their Degree, students opting to not do a Placement, and to complete the Programme in Full-Time mode, will be counselled on the implications for their careers of choosing this route.

Programme Skills Matrix

Level	Units	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6
L6	Research in Business and Management	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Organisational Leadership	*	*	*	*	*	*	*	*	*	*	*	*	*	*				*		*
	Research Project	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Reflective Practitioner Project	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Consultancy Project	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Entrepreneurship Project	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Hacking for sustainability Project																				
	Entrepreneurship and Business Ventures	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Managing Innovation	*	*	*	*	*	*	*	*	*	*	*	*	*	*				*		*
	Global Operations Strategy	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Global Supply Chain Management	*	*	*	*	*	*	*	*	*	*	*	*	*	*				*		*
	Contemporary Issues in HRM	*	*	*	*	*	*	*	*	*	*	*	*	*	*				*		*
	SHRM in Context	*	*	*	*	*	*	*	*	*	*	*	*	*	*				*		*
	International Management	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Global Strategic Marketing	*	*	*	*	*	*	*	*	*	*	*	*	*	*				*		*
	Digital Marketing	*	*	*	*	*	*	*	*	*	*	*	*	*	*				*		*
	Buying and Merchandising	*	*	*	*	*	*	*	*	*	*	*	*	*	*				*		*
	Fashion Business	*	*	*	*	*	*	*	*	*	*	*	*	*	*				*		*
	Advanced Project Management	*	*	*	*	*	*	*	*	*	*	*	*	*	*				*		*
L5	Recruiting, Selecting and Retaining Talent	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Strategic Management	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Global Operations Management	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Project Management	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Consumer Experience and Contemporary Issues	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Branding and Integrated Communications	*	*	*	*	*		*	*	*	*	*	*	*	*				*		*
	Supply Chain Management	*	*	*	*	*		*	*	*	*	*	*	*	*				*		*
	Fundamentals of HRM	*	*	*	*	*		*	*	*	*	*	*	*	*				*		*
	Globally Responsible Business Practice	*	*	*	*	*		*	*	*	*	*	*	*	*				*		*
	Digital Marketing Fundamentals	*	*	*	*	*		*	*	*	*	*	*	*	*				*		*
L4	Developing Management Competencies	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Global Business Environment	*	*	*	*	*		*	*	*	*	*	*	*	*				*		*
	Introduction to Accounting	*	*	*	*	*		*	*	*	*	*		*	*				*		*
	Organisational Behaviour and Responsible Management	*	*	*	*	*		*	*	*	*	*	*	*	*		*	*	*	*	*
	Business Simulation	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Fundamentals of Marketing	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*

BA (Hons) Business and Management
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A – Subject Knowledge and Understanding	C – Practical Skills
A – Subject Knowledge and Understanding This programme provides opportunities for students to develop and demonstrate knowledge and understanding of: 1. organisations and the complex, diverse and dynamic contexts and environments in which they operate; 2. business, management, organisational and leadership theories, models, frameworks, functions and processes; 3. the scope and limitations of current knowledge, understanding and practices; 4. pervasive, contemporary and emerging issues; 5. tools, techniques and methods for undertaking research; 6. the further application of the above to a specific subject discipline, depending on selected Level 6 specialisation.	**C – Practical Skills** This programme provides opportunities for students to: 1. demonstrate high levels of confidence, competence and professionalism in the use of information and digital technologies, including working effectively in an online environment; 2. locate, extract and interpret data from multiple sources, acknowledging and referencing sources in accordance with prescribed referencing and ethical requirements; 3. communicate professionally in a range of different contexts and scenarios, using a variety of media / channels; 4. prepare and present data in a range of appropriate formats.
B – Intellectual Skills This programme provides opportunities for students to: 1. critically evaluate and apply concepts, theories and models to analyse complex and dynamic situations; 2. collate and integrate evidence from a range of sources to support findings and generate proposed solutions and hypotheses; 3. analyse and synthesise information, identifying implicit values, detecting false logic or reasoning, and ensuring that conclusions are supported by evidence; 4. apply appropriate knowledge and skills, in familiar and unfamiliar contexts, to identify, define and resolve complex problems.	**D – Transferable Skills** This programme provides opportunities for students to: 1. perform professionally and sensitively when working in collaboration with others; 2. deploy a range of high-level interpersonal skills, including effective listening, negotiating, conflict resolution, persuasion and presentation; 3. demonstrate openness and sensitivity to diversity in terms of other people, cultures and practices; 4. manage their own motivation, tasks and behaviour in enterprising, creative, innovative and professionally appropriate ways; 5. evidence the ability to reflect, upon self and others, in order to improve learning and performance; 6. demonstrate high levels of resilience, as well as the ability to manage information gaps, complexity, uncertainty and ambiguity.