

Programme specification

(Notes on how to complete this template are provide in Annexe 3)

1. Overview/ factual information

Programme/award title(s)	BA (Hons) Business and Management
Teaching Institution	Nottingham College
Awarding Institution	The Open University (OU)
Date of first OU validation	TBC
Date of latest OU (re)validation	N/A
Next revalidation	N/A
Credit points for the award	360 credits
UCAS Code	TBC
HECoS Code	TBC
LDCS Code (FE Colleges)	AA.3
Programme start date and cycle of starts if appropriate.	September 2022
Underpinning QAA subject benchmark(s)	Business and Management (2019)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	
Professional/statutory recognition	N/A
For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	Full Time, Part Time Face-to-Face
Duration of the programme for each mode of study	3 Years full time, 5 years part time
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	April 2022

Please note: This specification provides a concise summary of the main features of the programme and learning outcomes that a typical student might reasonably be expected to achieve and demonstrate, if they take full advantage of the learning opportunities provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the student's handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The BA (Hons) Business and Management programme seeks to develop knowledge, skills, and experience and enhance student understanding of the business environment. It is designed to provide a professional education in a vocationally-oriented setting.

Specifically the course aims to:

- Provide critical and fundamental business and management theories
- Provide insight and awareness of organisations and their strategies, behaviour and management in the changing environment in which they operate
- Provide enrichment by working with employers enabling students to gain an industry perspective
- Employ reflective practice in order to enhance their personal and professional development
- Enhance employability by students gaining a variety of skills enabling them to function within the management environment, such as being agile, innovative and resilient

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

None

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

2.4 List of all exit awards

Certificate of Higher Education in Business and Management (120 credits)

Diploma of Higher Education in Business and Management (240 credits)

BA in Business and Management (300 credits)

BA (Hons) in Business and Management (360 credits)

3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

Programme Structure - LEVEL 4 Full Time					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Principles of Finance Management	20	N/A	N/A	Yes	1
Developing Personal and Academic Skills	20			Yes	1
Business Law	20			Yes	1
The Essentials of Marketing	20			Yes	2
Insight into Economics	20			Yes	2
Principles of Management	20			Yes	2

Intended learning outcomes at Level 4 are listed below:

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
A1: Demonstrate broad, analytical and integrated study of relevant theory in connection with sustainable business management	<p>The teaching learning methods throughout Level 4 are integrated and assessed through summative assessments. The learning outcomes are divided between module learning outcomes which are module specific, and programme learning outcomes which encompass the whole Level 4 part of the programme.</p> <p>The modules at level 4 are designed to introduce the student to business and management, and so cover all key business areas, allowing students to build their knowledge and skills for Level 5.</p> <p>The formal teaching at Level 4 can take various formats including lectures, seminars, workshops and tutorials. Within this, students' knowledge will be assessed through formative activities such as case studies, in-class tests, practical group work, quizzes, discussions and peer assessments. To add enrichment, visiting speakers are invited in and trips made to visit employers. Prior knowledge and experience is embraced, helping students to understand the relevance of their own work.</p>
A2: Demonstrate relevant knowledge and understanding of organisations within an economic environment	
A3: Establish a working knowledge of key areas of business finance	
A4: Critically apply key concepts of sustainable business and marketing communication	
A5: Appreciate the structure and importance of business law	
A6: Develop and reflect on academic and business skills for personal development	

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
	<p>Learning outcomes are assessed through summative assessments in a variety of ways designed to build upon and develop throughout the rest of the programme. These assessments include case studies which allow the student to demonstrate knowledge by applying & evaluating it; an open book exam which will build on previous exam experience and gives the basis for all following exams; presentations which help to build students' confidence in order to present in a professional and formal format; academic writing in order to learn and accomplish different writing styles needed for essays and reports; business documents including marketing plans and business reports; and a small research project (secondary research) which is designed to allow the students to start to develop critical analysis and research skills.</p> <p>Self-development is key throughout level 4, with students being taught how to self-reflect, in order to improve and build upon developmental and academic skills. Personal tutorials support this, where development plans are discussed and individual targets set.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1: Demonstrate problem solving skills in analysing & interpreting data</p> <p>B2: Demonstrate an informed and unbiased argument</p> <p>B3: Assume responsibility for own learning and continuing personal development</p>	<p>Cognitive skills at Level 4 are focused on equipping the students towards analysing information at a higher level. The skills are embedded into all modules and assessments helping to develop their skills throughout the academic year.</p> <p>B1 and B2 are delivered in lectures, seminars and group work. They are assessed in both formative and summative tasks such as case studies, problem based scenarios and the interpretation of financial reports.</p> <p>B3 is delivered within lectures and developed within seminars. It is assessed formatively and summatively, through self-reflection, peer assessments and target setting.</p>
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1: Adapt and perform complex and non-routine tasks when producing marketing and business plans</p> <p>C2: Work effectively as part of a team in order to enhance synergy</p> <p>C3: Demonstrate awareness of ethical and sustainability issues when considering organisations and their communications</p> <p>C4: Prepare and interpret organisational budgets</p>	<p>Practical and professional skills are embedded into all modules throughout Level 4, in order to equip the students for employment.</p> <p>C1, C2 and 3 are delivered in lessons and seminars. They are assessed in both formative and summative tasks such as in discussions, debates, case studies and the writing of a marketing plan. C3 also enables students to develop other softer skills such as listening, communication and patience.</p>

3C. Practical and professional skills	
<p>C5: Locate, extract, and analyse data from multiple sources, including the acknowledgment and referencing of sources</p> <p>C6: Present data in an appropriate format</p> <p>C7: Interpret and evaluate numerical data on business performance</p>	<p>C4 is delivered in lectures and developed in seminars. It is assessed both through both formative and summative tasks such as group work, discussion, interpreting financial accounts and working within a budget</p>
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1: Develop self-reflection to become an independent learner</p> <p>D2: Build interpersonal and communication skills when presenting information whether oral or written</p> <p>D3: Develop interpretation and selecting skills in terms of theory and data</p> <p>D4: Employ ICT tools and numerical analysis skills to support studies</p>	<p>Key and transferable skills are embedded into all Level 4 modules, in order to help develop the student and equip them for life.</p> <p>D1 is delivered in lectures and practised within seminars. It is assessed by both formative and summative tasks such as self-reflection, peer assessments and target setting. It is encouraged that the students start to self-reflect in response to all feedback</p> <p>D2, D3 and D4 are delivered in lectures, seminars and employer visits. They are assessed using both formative and summative tasks such as presentations, group work, report writing and referencing.</p>

Exit Award: Certificate in Higher Education (Cert HE) in Business and Management (120 credits in total)

Programme Structure - LEVEL 5					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Sustainable Management & Leadership	20	N/A	N/A	Yes	1
Supply Chain Management	20			Yes	1
Promotional Campaigns	20			Yes	1
Business Decision Making	20			Yes	2
Human Resource Management	20			Yes	2
Entrepreneurship	20			Yes	2

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
A1: Critique a wide range of relevant knowledge and understanding of business organisations, their external environment and management	The teaching learning methods throughout Level 5 are integrated and assessed through summative assessments. The learning outcomes are divided between module learning outcomes which are module specific, and programme learning outcomes which encompasses the whole Level 5 part of the programme.
A2: Develop a critical understanding of the importance of sustainability and its impact on management practices in contemporary organisations	

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
<p>A3: Formulate detailed and professional business plans</p> <p>A4: Demonstrate a systematic understanding of the consumers and their behaviours in order to produce an effective promotional campaign</p> <p>A5: Exhibit critical understanding of investigative techniques in business research</p> <p>A6: Evidence a wide knowledge and understanding of organisations, encompassing internal aspects, structure, governance, corporate behaviours and cultures and the influence on the future of organisations</p> <p>A7: Analyse theoretical models and frameworks used to explore and conceptualise contemporary management practices</p>	<p>The modules at level 5 are designed to build upon the knowledge and skills learnt at Level 4. Some modules progress to a higher level such as: Principles of Management (Level 4) to Sustainable Management and Leadership and Essentials of Marketing (Level 4) to Promotional Campaigns. Business Decision Making allows the students to take research further in order to widen research skills and to produce a project which centres around data analytics and representation. In addition to progressive modules, the knowledge and skills learnt at Level 4 equips the students to be able to study several new business modules such as Supply Chain Mangement.</p> <p>The formal teaching at Level 5 can take various formats including lectures, seminars, workshops and tutorials. Within this, students' knowledge will be assessed through formative activities such as case studies, in class tests, practical group work, quizzes, discussions and peer assessments. Within Promotional Campaigns students are encouraged to use innovation and creativity to design and create promotional material. To add enrichment, employers give live briefs. Prior knowledge and experience is embraced, helping students to understand the relevance of their own work.</p>

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
	<p>Learning outcomes are assessed through summative assessments in a variety of ways, including case studies which requires students to analyse, evaluate and give recommendations; open and closed book exams which will build on previous years' experience; a pitch to an employer, which builds on previously learnt presentation skills in order to deliver in a professional manner; academic writing in terms of essays and reports; business documents including promotional plans; and a research report.</p> <p>Self development continues throughout Level 5, with students being expected to self reflect on areas identified in assessment feedback and from tutorial discussions. In addition, self development is integrated into the learning outcomes, allowing the students to challenge themselves in order to develop further.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1: Communicate ideas fluently and effectively in a variety of written and spoken formats</p> <p>B2: Appraise theory from cross-module perspective in order to formulate arguments in management and promotion</p> <p>B3: Evaluate theoretical arguments and paradigms in business research.</p> <p>B4: Design and create an innovative promotional plan and materials</p> <p>B5: Synthesise information to inform a choice of solutions to problems in unfamiliar contexts</p>	<p>Cognitive skills at level 5 are focused towards using the skills learnt in level 4 to synthesis and create new thoughts and processes. These are embedded into all lessons and assessments, helping students to develop these skills further.</p> <p>B1, B2, B3, and B5 are delivered in lectures, seminars and group work. They are assessed in both formative and summative tasks such as case studies, quizzes, debates, presentations, seminars and portfolios. Students are encouraged in Level 5 to demonstrate B2 within their assessments, viewing business and management as an holistic, rather than separate topic areas.</p> <p>B4 is delivered within lectures and developed within seminars and workshops. It is assessed in both formative and summative tasks such as producing mood boards, practical activities, pitching and creating promotional material.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1: Create business documentation for professional standards</p> <p>C2: Communicate effectively through a promotional campaign</p> <p>C3: Establish personal development, responsibility and effective self-management in planning, motivation and time management</p> <p>C4: Acquire leadership, interpersonal skills, motivation and responsibility</p> <p>C5: Produce effective and informed solutions to business problems</p>	<p>Practical and professional skills are embedded into all modules throughout Level 6, building upon and cementing those they learnt in Level 4 and 5.</p> <p>C1, C2, C4 and C5 are delivered in lessons and seminars. They are assessed in both formative and summative tasks such as in discussions, practical activities, group work, employer visits and the articulation and professionalism of work submitted</p> <p>C3 is delivered in lectures and practised in seminars. It is assessed formatively and summatively, through self-reflection, peer assessments and target setting</p>
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1: Communicate arguments and ideas effectively, using styles and language suitable to business, purpose and intended audience</p> <p>D2: Critically evaluate and use information and data accurately in a range of contexts</p> <p>D3: Apply a wide range of techniques to effectively plan, monitor and review business and promotional plans</p>	<p>Key and transferable skills are embedded into all Level 5 modules, building and developing those learnt at Level 4.</p> <p>D1, D2, D3, D5 and D6 are delivered in lectures and seminars. They are assessed by both formative and summative tasks such as discussions, debates, problem base scenarios, presentations and business plans.</p>

3D. Key/transferable skills	
D4: Demonstrate the ability to 'pitch' and communicate ideas to a professional and industry-based audience	D4 are is delivered in lectures and seminars and workshops. It is assessed using both formative and summative tasks such as practical activities, presentations, mood boards and employer visits.
D5: Present ideas and arguments in a coherent and effective manner	
D6: Validate information using ICT Tools and numerical skills in a professional and academic format	
D7: Utilise interpersonal and team working skills such as effective listening, negotiating and influencing.	
	D7 is assessed and developed through formative and summative tasks such as group work, peer assessments, detates, case studies and problem based scenrios.

Exit Award: Diploma in Higher Education (DipHE) in Business and Management (240 credits in total)

Programme Structure - LEVEL 6					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Strategic Management	20	N/A	N/A	No	1
Global Marketing	20			No	1
Major Research Project	40			Yes	1 & 2
Employment Law	20			No	2
Business Ethics and Sustainability	20			No	2

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1: Determine a working knowledge of employment legislation from both an employer and employee perspective</p> <p>A2: Critically analyse and evaluate key theoretical and contemporary issues that influence business thinking and behaviour</p> <p>A3: Scrutinise current ethical and sustainable management concepts along with their impacts on organisations</p>	<p>The modules at Level 6 are designed not only to further the students' knowledge and skills, but also to integrate and synthesise knowledge learnt from all previous modules. Management is studied at a more strategic level, and marketing is looked at globally. Research is expected at a higher level, with a formal independent major research project being completed.</p>

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
<p>A4: Critically analyse the principles and strategies involved in global business and marketing</p> <p>A5: Consider contemporary research and development in specific areas of study relevant to the business environment</p> <p>A6: Establish a critical appreciation of the external environment and the changing nature of marketing in a global setting</p> <p>A7: Combine subject-specific practical and professional skills to produce viable and practical solutions to business problems</p>	<p>The formal teaching at Level 6 can take various formats including lectures, seminars, workshops and tutorials. Within this, students' knowledge will be assessed through formative activities such as case studies, in class tests, practical group work, quizzes, discussions, peer assessments and proposals. To add enrichment, visits and guest speakers are woven into lessons and tutorials. Prior knowledge and experience is embraced, helping students to understand the relevance of their own work.</p> <p>Learning outcomes are assessed through summative assessments in a variety of ways, including academic essays and reports and professional audits and plans. The latter enable students to carry out marketing analysis for a country screening audit, which leads to a marketing plan. The main focus of assessment at Level 6 is the dissertation for the Major Research Project. This is a student-led, but tutor-supported, independent research project, which can either be theory based or work-based. The findings and analysis of the project must be written in the form of a dissertation. A key requirement is for the student to demonstrate key problem solving, numeracy and analytical skills, in conjunction with the application of theories, concepts and principles learnt throughout the course.</p> <p>Self-development continues throughout Level 6, with students being expected to self-reflect on areas identified in assessment feedback and from tutorial discussions. In addition, self-development is integrated into the learning outcomes, allowing the students to challenge themselves in order to develop further.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1: Exhibit a detailed and thorough awareness of moral and ethical issues related to business and management</p> <p>B2: Critically evaluate business and global marketing strategies</p> <p>B3: Critically examine literature from a wide range of sources, including publications informed by current issues or research development to synthesise and produce a systematic and critical literature review</p> <p>B4: Appraise research and case studies relevant to ethical and sustainable management</p> <p>B5: Critically evaluate the implications of employment law</p> <p>B6: Evaluate the application of theoretical arguments and paradigms as well as quantitative and qualitative methods in business research</p> <p>B7: Demonstrate confidence and flexibility in identifying, defining and solving complex problems</p>	<p>Cognitive skills at Level 6 build upon those learnt at Level 4 and 5, using the skills learnt to be able to critically evaluate information. These are embedded into all lessons and assessments, helping students to develop their skills further.</p> <p>B1, B2, B3, B4, B5 and 6 are delivered in lectures, seminars and group work. They are assessed in both formative and summative tasks such as case studies, quizzes, debates, presentations, seminars and portfolios.</p> <p>B6 is delivered in lectures and seminars. It is assessed both formatively and summatively through tasks such as project proposals, external environmental audits, and research and interpretation of data.</p> <p>B7 is encouraged and assessed formatively and summatively throughout the year in tasks such as group work, problem solving scenarios, case studies and all end of module assessments</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1: Justify reflective practice skills for personal and professional development</p> <p>C2: Formulate and implement extensive research plans in order to produce independent research reports</p> <p>C3: Apply business ethics and sustainability theories to case studies in order to produce viable solutions to ethical issues</p> <p>C4: Combine a range of decision-making skills together in a logical and ordered process to make effective strategic decisions</p>	<p>Practical and professional skills are embedded into all modules throughout Level 6, building upon and cementing those they learnt in Level 4 and 5.</p> <p>C2, C3 and C4 are delivered in lessons and seminars. They are assessed in both formative and summative tasks such as in discussions, group work, problem based scenarios and the articulation and professionalism of work submitted</p> <p>C1 is assessed in both formative and summative tasks such as group work, allocation of roles and reflecting on skills need for improved by the student conference</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1: Communicate complex information, arguments and ideas effectively and appropriately</p> <p>D2: Work effectively, ethically and professionally as part of a team, demonstrating reflective professional practice</p>	<p>Key and transferable skills are embedded into all Level 6 modules, building and developing those learnt at Level 4 and 5</p> <p>D1, D3, and D4 are delivered in lectures and seminars. They are assessed by both formative and summative tasks such as discussions, debates, problem base scenarios, presentations and business plans.</p>

3D. Key/transferable skills	
<p>D3: Integrate ICT tools to improve learning and to extend analytical and evaluating skills and knowledge, as appropriate, for research and self-reflection</p> <p>D4: Critically analyse problems and apply appropriate knowledge and skills to develop effective solutions</p>	<p>D2 is assessed using both formative and summative tasks such as group meetings, group work, practical activities and the execution of the student conference</p>

Exit Awards:

BA in Business and Management (Hons) This award is given to students who have completed 360 credits in total (all modules)

BA (Hons) Business and Management This award is given at the discretion of the Exam Board and is awarded to students who have only achieved a total of 300 credits, in 20 credit modules. (Only one 20 credit module can be compensated in any one year and must achieve below 35%)

Part Time Students

Part time students will study the degree over a 5 year period. They are expected to attend one day a week in which they will study 4 modules over 2 semesters, apart from Year 5 which is dedicated to completing the Major Research Project.

Part Time Course Structure

	Semester 1	Semester 2
Year 1	Lv 4 Developing Personal and Academic Skills (20 Credits) Lv 4 Principles of Financial Management (20 Credits)	Lv 4 Essentials of Marketing (20 Credits) Lv 4 Introduction to Economics (20 Credits)
Year 2	Lv 4 Business Law (20 Credits) Lv 5 Promotional Campaigns (20 Credits)	Lv 4 Introduction to Sustainability (20 Credits) Lv 5 Business Decision Making LV 5 (20 Credits)
Year 3	Lv 5 Sustainable Management and Leadership (20 Credits) Lv 5 Supply Chain Management (20 Credits)	Lv 5 Human Resource Management (20 Credits) Lv 5 Entrepreneurship (20 Credits)
Year 4	Lv 6 Strategic Management (20 Credits) Lv 6 Global Marketing (20 Credits)	Lv 6 Employment law (20 Credits) Lv 6 Business Ethics and Sustainability (20 Credits)
Year 5	Lv 6 Major Research Project (40 Credits)	

(Please note, this may change with negotiation)

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

The BA (Hons) has been designed to draw together coherent disciplines and offers a highly vocational focus. It allows students to gain a broad understanding of theories and concepts of Business and Management as a whole.

The emphasis throughout the course is on sustainable management and innovation, helping to equip the students with knowledge and skills they need to operate and contribute effectively in today's business environment.

The course has been planned to allow students to progress in the knowledge and skills from year to year. This allows where possible cross module integration when completing assessments.

The programme is able to offer a full degree but in a smaller more supportive environment. Small class numbers enable the staff to support each student as individuals. This enables students to feel confident when asking for help and for tutors to provide small group or one to one support.

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the work place)

Students are supported throughout the programme in various ways:

College Regulations and Policies

All students are protected by the College policies and practices in terms of health and safety, GDPR, safeguarding, etc.

Induction

A detailed induction is designed for the start of the programme, introducing the students to the content of the programme, assessments, the LRC and the support available to them within the

team and cross-college. Similar but shorter inductions take place for both Year 2 and Year 3 students.

Tutorials

Personal: Each student is appointed a personal tutor who looks after their academic and personal welfare throughout the programme. They meet with their tutor within the first few weeks of the start to identify any additional support that may be needed. After this initial session, they meet together on a regular basis. In addition, students are encouraged to book appointments with their tutor if they need further support. Working in conjunction with personal tutors is the Learning Achievement Coach who can be brought in to provide extra 1:1 support for any student having personal issues impacting on their studies.

Group: These take place on a regular basis and focus on areas such as: key study skills, careers and progression, discussions and guidance and feedback.

Academic: Each module allocates time for the tutor to meet with students in small groups or individually. It enables additional support to be given in terms of key concepts, assessments or feedback.

All lecturers meet bi-weekly to discuss how the programme is evolving. Students at risk are identified, in order for the personal tutors to take action if necessary.

Teaching and Learning

All lecturers receive regular CPD in up-to-date teaching and learning strategies. This allows the team to make sure that all resources and activities meet the individual learning needs of each student. In addition, students are also enrolled on to Microsoft Teams, which allows blended learning when required.

VLE

Interact is the cross-college VLE platform, which allows communication between staff and students. It is available to every student through the College website and by an App on their smart phone. Each course year has its own Course Information page, which contains information such as the student handbook, key policy documents and a notice board. Each module has its own page where students can find modular booklets, resources and Turnitin submission points.

Learning Resource Centres

Both City Campuses house an LRC, with both physical and online books to support HE Business and Management students. In addition, their online facilities also hold many relevant databases and journals which students can search extensively. LRC staff are trained and always willing to help students in their searches or to improve their study skills.

The University Centre

This is a designated study room for all HE students, situated at the Adams Campus, where the HE Business and Management programme is located. This facility is available for students to work independently and provides desktops and a lounge area. The HE Team is situated close by the University Centre, and members of the team are always available to support students in terms of advice and support in areas such as finance and accommodation.

College Wide Student Support

The College offer a range of services to all students including: student services, wellbeing, careers guidance and additional support.

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

Admissions are welcome from:

- Applicants who have achieved at least 2 A Levels at A2 (56 UCAS tariff points), including GCSE Maths and English to Grade 4/C
- Applicants who have successfully completed a Level 3 BTEC Diploma or Extended Diploma in a relevant subject (56 UCAS tariff points)
- Applicants who have successfully completed an International Baccalaureate (IB)
- Mature students who have 3 years or more professional/relevant experience

Mature applicants without formal qualifications will be required to attend an interview at which they should produce evidence of their capability to undertake the programme successfully. Candidates not able to do this may be required to sit assessments of their ability to complete the programme satisfactorily.

International applicants will require an IELTS score of at least 6.0, with no component less than 5.5, in addition to evidence of numeracy skills equivalent to GCSE grade C. Non-UK qualifications will be assessed in comparison to their UK equivalents.

The programme supports Recognition of Prior Learning (RPL), so it is possible to accept direct entrants on to both Years 2 and 3, if students have the relevant qualifications (such as an HNC or HND). Details are laid out in updated College APEL policy.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

None

9. For apprenticeships in England End Point Assessment (EPA).

(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning.

Quality and standards of teaching are assessed and evaluated by varying means.

Assessment for the Programme:

Formative assessments including debates, group work, research tasks, quizzes, etc.

Summative assessments include exams, presentations/seminars, written work including essays, reports, portfolios, business and marketing plans, case studies and research projects

Improving Teaching and Learning Internally

Within the HE Business Team, various methods are used that can enhance teaching and learning including:

- The College's quality assurance procedures monitor the programme in order to ensure opportunities for quality enhancement
- End of module surveys
- Unofficial feedback from students during/after lectures
- Peer observation
- Lesson observation
- College-wide Student Voice surveys
- Course committee meetings

Improving Teaching and Learning Externally

The College has an External Examiner in place who is responsible for monitoring the programme in order to enhance the analysis of the coherence and progression

10. Changes made to the programme since last (re)validation
N/A

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (2) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4
4	Principles of Financial Management	2	2	2	2		2		2	2		2		2		2	2	2	2	2	2		2
	Developing Personal and Academic and Skills	2			2		2		2	2		2	2	2			2	2		2	2	2	2
	The Essentials of Marketing		2	2	2			2	2				2	2	2	2	2			2	2		
	Business Law					2			2	2							2				2		
	Introduction to Economics		2						2	2			2				2	2	2	2		2	
	Sustainability	2	2		2		2	2		2	2	2		2	2		2			2	2	2	

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7
5	Sustainable Management and Leadership	2	2				2	2			2					2	2			2			2		2
	Business Decision Making	2				2					2		2					2		2			2	2	
	Human Resource Management	2	2	2		2		2	2	2	2						2	2	2	2			2		2
	Supply Chain Management	2	2				2		2		2		2			2		2	2				2	2	
	Entrepreneurship	2		2		2			2	2		2		2		2			2	2	2	2			

	Promotional Campaigns	?		?	?	?			?	?		?	?		?	?			?	?	?	?	?	?	

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	D1	D2	D3	D4
6	Strategic Management		?	?	?						?	?				?				?			?
	Employment Law	?											?			?				?			
	Global Marketing		?		?		?	?	?	?					?	?			?	?		?	?
	Business Ethics and Sustainability	?	?	?				?	?		?					?		?		?	?		?
	Major Research Project					?		?			?			?	?	?	?		?	?	?	?	?

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.