

**PROGRAMME SPECIFICATION
BSc (Hons) Business Management**

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with relevant professional cases, analogies and metaphors; make explicit cross-curricular connections to materials being presented)

- Highlight patterns, critical features, big ideas, and relationships (e.g. emphasise key elements in graphics and diagrams; use multiple examples to illustrate model answers; use cues and prompts to draw attention to critical features; highlight previously learned skills that can be used to solve unfamiliar problems or case studies)
- Guide information processing (e.g. introduce educational

release information progressively)

- Maximise transfer (e.g. incorporate explicit opportunities for review during the Prepare, Engage and Consolidate stages using MCQs and self-learning tasks on the VLE)
- Use multiple media for communication (e.g. use interactive web tools such as discussion forums and wikis)
- Provide different levels of support for practice and performance (e.g. provide differentiated feedback and feedforward to support learner development)
- Enhance capacity for monitoring progress (e.g. ask questions to guide self-monitoring and reflection; prompt learners to identify the type of feedback or advice that they are seeking)
- Optimise relevance, value, and authenticity (e.g. Vary activities and sources of information so that they can be:

relevant, appropriate for different groups, economically disadvantaged; invite personal response, evaluation and self-reflection to content and activities; invite students to bring their own perspectives into the classroom to ensure equality of engagement)

- Minimise threats and distractions (e.g. create an accepting and supportive learning environment; vary the pace of work, length of work sessions, availability of breaks or time-outs, or timing or sequence of activities)
- Foster collaboration and community (e.g. create cooperative learning groups with clear goals, roles, and responsibilities; provide structured opportunities for cross-cultural interaction to help students recognise the value of working with people from diverse backgrounds; encourage and support opportunities for peer interactions and support; ensure that the classroom environment is welcoming and inclusive, and encourages participation from under-represented groups; construct communities of learners engaged in common interests or activities; en11.04o12()69 6

improvement; provide feedback that is frequent, timely, and is substantive and informative; provide feedback that models how to incorporate evaluation, including identifying patterns of errors and wrong answers, into positive strategies for future success)

For example, on the **assessment design stage**, designers will ensure that:

- Summative assessment reflects student diversity
- Assessments allow students to draw upon their own background
- A range of assessment methods is employed as learners should be able to demonstrate that they have met the learning outcomes in a variety of ways: in-class presentations, internet tasks, group reports, individual self-reflection journals, examinations, etc.
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management appropriate to organizations in the modern world.

To inculcate in students, through the learning experiences offered, many of the skills and

and turbulent business environment.

To provide students with the key intellectual skills (analysis, synthesis, problem-solving) and practical skills necessary for the practice of management in a wide range of organisations.

To equip students with the transferable skills of communication, team-work and autonomous learning.

To provide students with an insight into the professional ethics and attitudes necessary for the practice of management.

legal and environmental context within the UK and international business contexts.

To provide students with the opportunity to obtain a qualifying business degree that satisfies the academic requirements and those of the accreditation bodies; and

To provide a foundation for further study at Masters level.

19. Programme Outcomes

Upon successful completion of the programme students should be able to:

Knowledge and understanding

have a broad, analytical and highly integrated understanding of business and management (3.1)

demonstrate relevant knowledge and understanding of organisations, the dynamic and changing nature of the business environment in which they operate, and their management (3.2)

be capable of understanding, responding and shaping the future of organisations (3.3)

understand the internal aspects, functions and processes of organisations, including their diverse nature, purposes, structures, size/scale, governance, operations and management, together with the individual and corporate behaviours and cultures (3.4)

understand the business environment, including economic, environmental, cultural, ethical, legal and regulatory, political, sociological, digital and technological aspects, together with their effects at local, national and global levels upon the strategy, behaviour, management and sustainability of organisations (3.5)

understand the various processes, procedures and practices for effective management of organisations, including theories, models, frameworks, tasks and roles of management, with particular emphasis on

Innovation and entrepreneurship
Social responsibility

Intellectual Skills

analyse and evaluate relevant primary and secondary business sources using a variety of data types including textual, numerical and statistical information.

analyse complex actual or hypothetical problems, evaluate a range of solutions in the light of the management issues raised and make critical judgments on the merits of particular decisions.

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Year 2 - Level 5

** Students can only select one module from Marketing and Sales in a

21. Programme Outcomes, Learning & Teaching and Assessment Strategies

Communications and digital
technology and tools
Strategy
Innovation and entrepreneurship
Social responsibility

dissertation
industry placement report
individual reflective journals
in-class tests
exams

21. Programme Outcomes, Learning & Teaching and Assessment

21. Programme Outcomes, Learning & Teaching and Assessment Strategies

reflection and self-analysis
Awareness and sensitivity to
diversity in terms of people and cultures.

The tutor acts as a facilitator not instructor.

Comprehensive guidance will be given to students during induction and in the Student Handbook on the student-centred learning model and what is expected of them.

A significant amount of class contact time during the face-to-face programme will be spent in workshops for which comprehensive prior preparation is required, followed by active participation in tasks and group work. Students will be expected to act upon the comprehensive feedback received by identifying and working on areas of development.

For online programmes, students will be expected to complete all of the tasks and to act upon the comprehensive feedback received by identifying and working on areas of development.

Assessment Methods

The Transferable and Professional Skills will generally be assessed within the formative and summative assessment methods outlined in paragraph A. above.

The output of the skills (for example the product of the research, ability to formulate and communicate the results and the output of the group work within workshops) will all feed through into the relevant summative assessment.

In particular, ability to obtain data through research, to work with data and to communicate and defend the findings will be directly assessed in coursework, oral group presentations, the Dissertation, and the Industry Project Report.

22. Assessment System

A set of guidelines has been implemented in order to offer a logic and coherent assessment system. The Law modules that can be selected as electives are delivered in conjunction with the LLB and follow specific rules.

Coursework type the following assessment types are considered

- o Group coursework
 - Report
 - Report + Presentation
 - Presentation
- o Individual coursework
 - Report/Essay
 - Portfolio/Case Study
 - Learning Journals
 - Presentation
 - In-class test (during the term)
 - Exam (at the end of the term)

Within these categories module leaders are left with the flexibility to decide which type of assessment is the more suitable for each module, for example reports, essays, case studies, posters, simulations. The type of assessment will be explained on the assignment brief of each module.

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