

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	University of the West of England
Teaching Institution	The British College, The Trade Tower, Thapathali, Kathmandu, Nepal
Delivery Location	The British College, The Trade Tower, Thapathali, Kathmandu, Nepal
Faculty responsible for programme	Faculty of Business & Law
Department responsible for programme	Business and Management
Modular Scheme Title	Bristol Business School Undergraduate Scheme
Professional Statutory or Regulatory Body Links	
Highest Award Title	BBA (Hons) Business and Management
Default Award Title	<i>n/a</i>
Fall-back Award Title	<i>n/a</i>
Interim Award Titles	BBA Business and Management DipHE Business and Management CertHE Business and Management
UWE Progression Route	
Mode(s) of Delivery	Full-time
Codes	UCAS: N100 ISIS2: N202 N202 FT
	JACS: HESA:
Relevant QAA Subject Benchmark Statements	General Business & Management
CAP Approval Date	26 July 2012
Valid from	1 September 2013
Valid until Date	1 September 2018
Version	1

Part 2: Educational Aims of the Programme

The BBA (Hons) Business and Management offers students a current and integrated business education covering the main disciplines and operational areas of business. The curriculum aims to challenge students in their ways of thinking, behaving, learning, and issues of ethics & ethical decision making, sustainability and global citizenship are embedded throughout. The programme

Part 2: Educational Aims of the Programme

actively seeks input from the external environment and student learning is grounded in the external context wherever appropriate through, e.g. external speakers; assessments that require students' opportunities to test out concepts in practice and reflections on own experience of organisations. Student achievement is supported by a clear personal development strand of transferable skills and 'brain habits' over all three levels that facilitates the transition into Higher Education and which underpins employability and lifelong learning.

The programme aims to enable students to:

- acquire a critical understanding of organisations, their management and the changing external environment in which they operate;
- be equipped with the employability attributes and skills necessary for a career in business and management;
- develop an analytical and enquiring approach in the analysis of business problems so that considered and appropriate conclusions are drawn – which can be communicated effectively in a variety of forms;
- have an informed understanding of critical contemporary business issues and theoretical debates, including ethics & ethical decision-making, sustainability and global citizenship;
- work with academic theory in practice;
- develop a strong sense of self and the life-long learning skills to make an ongoing contribution to society at large.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

This course provides a comprehensive business education, equipping students with the business knowledge and skills for a successful career in a complex business world. It offers the broadest range of modules, ensuring a breadth of knowledge to support students in their future career aspirations. Successful completion of the programme requires students to be independent, analytical and critical. It requires them to work effectively within diverse teams and demonstrate strong information literacy, a spirit of enquiry and to be reflective in practice. It will also require a broad theoretical and practical knowledge of a broad range of business functions and the broader international business environment.

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

The Learning Outcomes should be set out under the following four headings:

A. Knowledge and Understanding (subject specific)

What a student, on successful completion of the proposed programme (or at different stages within it) is expected to know and understand about the subject.

B. Intellectual Skills (generic)

Those cognitive skills which a student is expected to be able to demonstrate upon successful completion of the proposed programme, eg critical thinking, analysis, synthesis of different types of information, evaluation, problem solving, application and testing of hypotheses, etc.

C. Subject/Professional/Practical Skills (subject specific)

Any subject specific, professional or practical skills which are expected to be developed by a student successfully completing the programme. They may include skills of manipulation or observation (eg in a laboratory or field setting), design, production, or may be related to researching (a topic or problem), using and processing information or analysing textual content etc.

D. Transferable Skills and other attributes (generic)

An indication of the generic skills which successful completion of the programme is likely to enhance, eg key skills of numeracy, communication, ability to use information technology and learning to learn.

Part 3: Learning Outcomes of the Programme

	UMAD4U-15-1	UMED8A-15-1	UMOD63-15-1	UMKD6J-15-1	UMCD9G-30-1	UMCD9K-30-1	UMPD78-30-2	UMAD5H-15-2	UMSD7R-15-2	UMCDTX-30-2	UMMD7K-15-2	UMSD7T-15-3	UMOD68-30-3	UMCD9T-30-3	UMCD9W-30-3	UMCD9Q-30-3
Learning Outcomes:																
A) Knowledge and understanding of:																
The global business environment		x							x							
The nature of markets and customers and the role of marketing.				x												
The use of accounting and the sources, uses and management of finance.	x							x								
The nature of organisations, work and management			x		x	x	x						x			
The management and development of people			x				x									
The management of resources and operations											x	x				
The management of information systems and use of communication and information technology					x	x				x	x					
Business policy and strategy									x		x	x				
Quantitative methods for managerial applications.					x	x				x				x		
Business and management research						x				x				x		
Ethics & ethical decision making; sustainability & global citizenship					x	x			x					x		
(B) Intellectual Skills																
Gather and critically evaluate evidence and information from a range of sources.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Identify and analyse business problems in a range of contexts using appropriate concepts and frameworks	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Draw conclusions, develop judgements, create and evaluate alternative solutions and make decisions on their application.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Apply these skills in a range of complex and unpredictable contexts.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
(C) Subject/Professional/Practical Skills																
Carry out a business and management research programme						x				x				x		
Write management reports	x	x	x	x	x	x	x	x	x	x	x	x	x	X		
Contribute effectively to group projects and deliver presentations				x	x	x	x						x			
Select and use subject specific tools and techniques	x			x	x	x		x			x	x				
Develop professional identity relevant to preferred career aspirations					x		x						x			

Part 3: Learning Outcomes of the Programme

	UMAD4U-15-1	UMED8A-15-1	UMOD63-15-1	UMKD6J-15-1	UMCD9G-30-1	UMCD9K-30-1	UMPD78-30-2	UMAD5H-15-2	UMSD7R-15-2	UMCDTX-30-2	UMMD7K-152	UMSD7T-15-3	UMOD68-30-3	UMCD9T-30-3	UMCD9W-30-3	UMCD9Q-30-3
(D) Transferable skills and other attributes																
Work effectively alone.						X								X		
Work effectively in groups.				x	x								x			
Present, discuss and defend ideas concepts and views through formal and informal written and spoken languages.						X								X		
Extract, process and present numerical information for a given purpose.	x				x			x								
Use information technology.					x	x				x						
Manage own time and workload.						X								X		
Take responsibility for own learning.						X								X		
Reflect on own performance and respond positively to feedback.						X								X		
Transfer knowledge and skills across different settings.						x			x			x	x	x		
Develop a strong sense of self and the life-long learning skills to make an ongoing contribution to society at large.					x								x			

N.B. Transferable skills are developed through an integrated programme of learning which is built into all core modules at levels 1, 2 and 3. Assessment of transferable skills is accomplished through a range of methods which include individual written coursework, group written coursework, peer and employer assessment, self-assessment, tests, presentations, oral examinations, formal written examinations and dissertations or reports.

X= Particular focus

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme, there is also contact time of some 12 hours/week at TBC. This contact time encompasses a range of face-to-face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the BBA(Hons) Business and Management programme teaching is a mix of scheduled and independent learning. For the BBA (Hons) Business and Management::

Scheduled learning includes lectures, seminars/workshops, 'lectorials' (a mix of lecture and seminar), 'webinars' (synchronous online seminars) group project supervision and individual supervision, some of which may also be facilitated in an online environment. Scheduled sessions may vary slightly depending on the module choices made.

Independent learning includes hours engaged with essential reading, preparation for classes, reviewing lecture content, case study preparation, assignment preparation and completion, exam revision etc. Scheduled sessions may vary slightly depending on the module choices made.

Description of any Distinctive Features

Description of Distinctive Features and Support

The overarching aim of the FBL Learning Teaching & Assessment Strategy is *'to maximise student achievement (both in relation to award classification and to employability) and student satisfaction whilst maintaining appropriately rigorous academic standards and supporting the university's vision of becoming an inclusive and welcoming learning community, actively engaged with global society and based on values of mutual respect, critical engagement and self-awareness'*.

This overarching aim is reflected by TBC in their franchise delivery of the programme, they also reflect the FBL supporting objectives of the strategy:

- further development of intellectually vibrant, highly reflective, mutually respectful and diverse student and staff learning communities within TBC
- increase in the use of links with the world external to TBC (including professional accreditation where possible) to inform curriculum design and delivery and provide lifelong learning opportunities
- provision of an effective, efficient and supportive infrastructure for learning (organisation and management of programmes, student advice, communication with students etc)
- appropriate design and flexible delivery of curricula which provide an intellectually stimulating learning experience enabling students to develop as highly employable and internationally aware lifelong learners
- provision of effective support for students making the transition to learning at TBC
- provision of effective and ongoing developmental support for all staff
- use of effective strategies for assessment for learning

A student registered on a The British College, Nepal (TBC) programme is entitled to:

1. Access online learning materials and resources for every module through a virtual learning environment and have access to the resources and information of an up to date library.
2. Opportunities for on-going feedback on work and progress towards assessments in every year of the course.

Part 4: Student Learning and Student Support

3. Participate in a course induction, which will be provided at the beginning of each year of the course.
4. A meeting with a personal tutor once per semester. [All new and first year students will be invited to a meeting with their personal tutor within four weeks of the start of their studies]
5. A course that has been informed in its development by external stakeholders. (e.g. employers, professional bodies)
6. Participate in Personal Development Planning within the context of the course.
7. Have the opportunity to engage in embedded activities within the course which develop and enhance your graduate employability and lifelong learning.
8. Receive clear dates at the beginning of each module about assessment, submission dates, when and how to receive formative feedback on assessment during every module, and how to receive feedback on marked assessments within the 4 week feedback period.
9. Receive clear and easy to understand information about the course and the services available.
10. Be engaged, via the course student representative, in the course review, evaluation and development processes.
11. Have questions to the college's services responded to within the advertised timescales in our corporate service standards.

Normally be given the course timetable no later than four weeks before the beginning of each semester.

Curriculum Design Content & Organization

The programme is delivered within the Business School Undergraduate Scheme, which allows credit accumulation and flexibility in the student learning process.

The Scheme is structured on the basis of 15 and 30 credit semesterised modules. Each semester consists of a 12 week teaching block following by a period of assessment. In each semester students study one 30 credit module and two 15 credit modules. Students therefore study 60 credits (3 modules) each semester and 120 credits per level (6 modules in total).

The programme is organised within and between each of the three levels, where it is designed to provide a coherent set of modules at each level and to allow students to develop and progress through each level; in relation to knowledge and understanding, cognitive, subject-specific and study skills.

The programme utilizes a level one that is common with the majority of the programmes of the Undergraduate Scheme, this allows students the maximum flexibility to transfer in or out of this programme and to pursue the course of study that is most appropriate to their emergent subject and/or professional interests.

1. Level one provides students with a general business foundation to enable them to develop the skills and underpinning disciplinary areas for subsequent levels of study.
2. Level two is structured around the key functional areas of business. In addition students can select one option from a range of modules that are designed to supplement and compliment the core modules and allow students to start to specialise around their particular area of interest.
3. Level three has been designed to integrate the academic knowledge gained in the first two levels of study to enable students to gain a deep understanding of the inter-disciplinary nature of business.

Integration is in part achieved through the choice of Level 3 project, which range from a more traditional dissertation project in the Critical Business Enquiry Project; to a new business launch or creating a business case project in the Enterprise Project.

In addition students have two optional modules to select, which focus on specific areas of interest and contemporary issues in business and management. These optional modules allow level three students to develop a deep understanding of the areas of business in which they have a specialist interest.

Part 4: Student Learning and Student Support

Teaching, Learning & Assessment

The FBL teaching, learning and assessment strategy is reflected at TBC and encourages students to assume responsibility for many aspects of their learning and staff to take responsibility for facilitating that learning. The balance of student and staff responsibility varies according to individual student profiles, academic level and according to the nature of the learning outcomes the students are expected to meet. Ultimately, the aim of this programme is to enable students to progress to a high level of autonomy in their learning and to view that learning as an ongoing process over which they have some control, about which they are able to make active choices, and which they are free to challenge.

To achieve this, an appropriate blend of learning approaches and opportunities have been integrated throughout the programme with an overall emphasis on active student participation. This 'blend' consists of face to face learning in large and small groups (lectures and seminars/ workshops) supported by TBC's on-line learning Orbund, together with exposure to real life examples through case studies, occasional organisational visits and guest practitioner speakers. There is a significant requirement for students to work independently throughout the programme – both individually and in groups - with the level of this independence increasing as the student moves from level one to level three.

Included within the programme is a clear personal development strand of transferable skills and "brain habits" of the sort which facilitate the transition into HE and underpin employability and lifelong learning. These Personal and Academic Literacies – study, research, and employability skills – are developed at all levels of the programme through the 30 credit modules as follows:

	Personal and Professional Strand (Employability)	Enquiry Strand (Research & Academic Skills development)
Level 1	Meeting the Management Challenge	Engaging with Critical Business Enquiry
Level 2	Managing People	Methods of Enquiry
Level 3	Managing Individual & Organisational Change	Critical Business Enquiry Project or Enterprise Project

Whilst the 30 credit modules provide the focus for the development of skills, subject specific, professional and transferable skills are further developed throughout the programme and in more depth in identified modules i.e. analytical and interpretive skills (*International Business*), numeric and problem-solving skills (*Accounting Information for Business Decision-makers*) and self-reflective capabilities (*Understanding the Market Process*)

The teaching and learning methods used in the programme intend to challenge the existing perspectives of the students and encourage creative thinking. Thus many of the approaches used, including those that are case based, set concepts and problems in a wide range of contexts to add depth and complexity and to ensure an applied focus.

Teaching is based on research literature, professional experience and significant use of debate and discussion. Through didactic pedagogy students are challenged to defend their thinking. A Level 3 project allows students to explore a substantial issue utilising appropriate concepts, frameworks and methodologies in a highly independent manner. A Level 3 capstone module requires students to integrate learning from the total programme and to reflect on how this prepares them for a future in complex and changing organisations.

Assessment is an integral part of the teaching and learning process. Students are exposed to a variety of assessment methods that test their ability to integrate theory and practice and which promote the growth of their life-long learning skills. Assessment feedback helps students to ascertain their learning strengths and weaknesses and continuing development needs.

Assessments are designed to facilitate a progression through differing levels of complexity at each level of study:

Part 4: Student Learning and Student Support

- At level 1, a sound knowledge of the basic concepts of a subject.
- At level 2, a sound understanding of the principles of the field of study and the ability to apply these principles more widely.
- At level 3, an understanding of a complex body of knowledge, some of it at the current boundaries of the academic discipline.

The faculty supports the University's current Academic Regulations and Procedures, and its requirement for controlled conditions to apply to part of the assessment of every module. Forms of assessment commonly used in controlled and non-controlled conditions assessment are: invigilated timed assignments including examinations, presentations, in-class tests, self and peer assessments, individual and group projects and supervised mini-projects, dissertations, and personal development portfolios.

Learning Resources

All modules delivered at TBC make use of Orbund for web-enhanced delivery to at least the recommended minimum standard and for communications with students. All modules have teaching/learning resource booklets and most have set texts in accordance with the university's Reading Strategy. Additional support is provided through the library and an extensive student computing network.

Students are directed towards TBC's Library online MySkills resource for the development of skills appropriate to the level and style of each module. Students will be directed on how the resources on this site should be used to develop the skills that will underpin their studies in module handbooks and/or via Orbund.

Additional support is provided through the library by means of information skills sessions embedded at module level and self directed online tutorials. There is also an extensive programme of regular workshops including referencing management, database searching and finding journal articles. The library offers zoned space from silent to group study and student bookable rooms. There is excellent access to electronic databases on campus through the extensive student computing network and wifi. Most databases are also available off campus and supported by the online library enquiry service.

Student Support & Guidance

Student support for all issues relating to the content, delivery and assessment of modules is provided by Module Leaders, and for more general academic and professional concerns, by Programme Managers.

At each level students are supported by a Personal Tutor, an academic member of staff who will have access to information on the performance and profile of the student, allowing them to effectively support students' personal and academic development. This is an academic role and where students have problems of a personal nature they are to be referred as appropriate to TBC Student Services Student Advisors and to TBC Careers regarding employability issues. In addition, students can seek support from TBC's Personal Tutors or Course Leaders thus supporting the learning of all students within TBC by offering one-to-one appointments to discuss individual learning issues and workshops covering a range of topics relevant to learning.

The TBC Student Services Student Advisors provide timely, accurate and confidential advice where necessary on all aspects of the provision, for example coursework and examination arrangements, extenuating circumstances procedures, progression counselling, as well as personal issues such as problems with studying or meeting deadlines, financial matters, ill health and so on, including when relevant how to access the wider support provided by TBC. This service is supported by extensive online resources.

TBC Students and graduates are supported by TBC Careers who help them to access skills, experience and knowledge to improve their employability prospects. The service provides high quality and professional advice and guidance focusing on enabling them to take control of and responsibility for their own career planning and progression/development. They can access support around finding vacancies for work experience, volunteering, part time work and internships, as well as events and workshops. TBC Careers

Part 4: Student Learning and Student Support

will provide recruiter facing services including advertising graduate job vacancies, work experience and volunteering opportunities. There will also be part time jobs advertised.. Students are introduced to the service during the induction to the course and are encouraged to use the service all through their undergraduate programme and for three years after graduation.

All students take part in an Induction programme at the start of their studies. Separate induction events are arranged for students who arrive as direct entrants at levels 2 & 3.

All new students are provided with a short Student Handbook to help them through their first weeks at university and to act a guide to the complex information environment in which they now find themselves. The university's online information pages will also provide support more detailed and up to date information to students as appropriate.

An important part of the programme is the involvement of students. Two or three student representatives are elected to serve on the Student Representatives & Staff Forum meetings that are held each term to discuss issues raised by students in relation to their experience of studying at TBC and on the programme. The meetings are arranged by cluster group and are chaired by programme managers. The aim of the meetings is to discuss issues raised by students in an open and friendly atmosphere so that students feel able to contribute openly and honestly about their experiences. Any issues raised are taken forward by programme managers as appropriate.

Affiliation with NAM for research facilitation

The British College and the Nepalese Academy of Management (NAM) has signed a Memorandum of Understanding to ensure the promotion and development of management research within Nepal.

NAM's aim is to promote management research, education and knowledge dissemination within Nepal, as well as advance management theory in a local and global context and being a firm supporter of their goals, TBC will provide fully furnished offices for free to help assist this not-for-profit organisation achieve its aim. The British College will assist NAM with the publication of their Management Journal.

In return, the Nepalese Academy of Management will provide TBC student access to a wealth of practical experience, by providing them the opportunity to attend and present at academic conferences. Additionally, NAM will help create an educational environment that will benefit TBC students and faculty members, by providing regular access to both local and international lecturers and guest speakers.

The British College and the Nepalese Academy of Management will work closely together to: promote and nurture the development of knowledge locally and globally; provide forums for academics to present and publish research; and promote the development of research and education activities throughout Nepal.

Support to students with disability is coordinated centrally through Student Services. This acts as a holistic service for disabled students and applicants to the College but also supports the academic and administrative staff who work with disabled students.

In addition to the above TBC Student Services offers a range of services to support students during their time as a university student and beyond:

- Careers and employability, advice on choosing a career, and finding student and graduate vacancies;
- TBC volunteering, opportunities for students to get involved in the local community through the Hatemalo Programme which was introduced by students initiatives;
- Student Advisors & Counselling for anything from exam stress to homesickness and depression;
- Student services, to help international students to make the most of living and studying in Nepal;
- Managing disability and dyslexia, to get help with all disability related support needs;
- Money and Visas, for financial check-ups, or help with Nepal visas.

Part 5: Assessment

A: Approved to [University Regulations and Procedures](#)

Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

Assessment Map

The programme encompasses a range of **assessment methods** including; essays, presentations, learning journals, portfolios, unseen written exams and practical exams. These are detailed in the following assessment map


:Assessment Map for BA (Hons) Business and Management

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules Level 1	UMCD9G-30-1						B (10)		B (60)		A (30)
	UMAD4U-15-1				A (50)				B (50)		
	UMED8A-15-1				A (50)			B (50)			
	UMOD63-20-1	A (50)						B (50)			
	UMKD6J-15-1						A (60)	B (40)			
	UMCD9K-30-1	A (30)						B (35)			B (35)
Compulsory Modules Level 2	UMPD78-30-2	A (25)									B (75)
	UMAD5H-15-2				A (60)			B (40)			
	UMSD7R-15-2	A (50)					B (50)				
	UMCDTX-30-2							B (70)			A (30)
	UMMD7K-15-2	A (50)						B (50)			
Compulsory Modules Level 3	UMMD9T-30-3									A (100)	
	UMCD9W-30-3							B (75)			A (25)
	UMCD9Q-30-3								B (75)		A (25)
	UMSD7T-15-2	A (60)						B (40)			
	UMOD68-30-3						A (25)	B (45)			A (30)

*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including: level and credit requirements; interim award requirements module diet, including compulsory and optional modules

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Year 1	UMCD9G-30-1 Meeting the Management Challenge (BIM) UMAD4U-15-1 Understanding Business and Financial Information (BIM) UMED8A-15-1 Understanding the Business and Economic Environment UMOD63-15-1 Understanding Organisations and People (BIM) UMKD6J-15-1 Understanding the Market Process (BIM) UMCD9K-30-1 Engaging in Critical Business Enquiry (BIM)	There are no optional modules at level 1	CertHE Business and Management Credit requirements: 120 at the appropriate level
	Year 2	UMPD78-30-2 Managing People (BIM) UMAD5H-15-2 Accounting Information for Business Decision Makers (BIM) UMSD7R-15-2 International Business UMCDTX-30-2 Methods of Enquiry UMMD7K-15-2 Managing Business Processes (BIM)	One option module (15 credits) may be selected from: (<i>subject to availability</i>) Market Analysis for Private Investors UMAD5M-15-2 International Trade and Multinational Business UMED8P-15-2 Emerging Economies UMED8R-15-2 Integrated Marketing Communications UMKD6M-15-2 Management Communication & Decision-Making UMOD6H-15-2 Employment Relations UMPD7E-15-2 Entrepreneurship & Small Business UMSD7Q-15-2	DipHE Business and Management Credit requirements: 240 at the appropriate level :

	Compulsory Modules	Optional Modules	Interim Awards
Year 3	UMCD9W-30-3 Enquiry Project OR UMCD9Q-30-3 Enterprise Project	Three options should be selected up to a maximum value of 45 credits. <i>(subject to availability)</i>	BBA Business and Management
	UMSD7T-15-2 Strategic Management (BIM)	International Financial Management UMAD5T-15-3 The Economics of Developing Countries UMED8X-15-3 Global Marketing Management UMKD6Q-15-3 Interactive & Digital Marketing UMKD6S-15-3 Project Management UMMD7P-15-3 Organisational Leadership UMOD6F-15-3 International HRM UMPD7G-15-3 International Business in the Emerging Markets UMSD7W-15-3 Virtual Business UMSD89-15-3	<i>Credit requirements:</i> 300 credits at the appropriate levels
	UMOD68-30-3 Managing Organisational and Individual Change (BIM)		GRADUATION

Part time:

N/A A part-time route is not offered on this degree programme

Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following exceptions.

Where students are studying an accelerated version of the programme an approved variant to University Academic Regulations and Procedure will allow students to study more than 160 credits in any one academic year.

Part 8: Reference Points and Benchmarks

The following reference points and benchmarks have been used in the design of the programme:

The learning outcomes of the programme map against both the QAA subject benchmark statement for General Business & Management and the following University and Faculty strategies and policies:

Part 8: Reference Points and Benchmarks

University of West of England strategies and policies

- University's Vision & Mission – I.N.S.P.I.R.E.
- University Strategic Plan
- UWE Charter

Faculty strategies and policies:

- Blended Learning Framework
- Curriculum Principles
- Employability Strategy
- Faculty of Business and Law LTA Strategy

Staff research projects

- Where ever possible staff are encouraged to utilize their research – and that of colleagues – to inform their teaching, both in terms of content and pedagogic approach

Employer interaction and feedback

- Employers and alumni are regularly consulted to ensure the currency and relevance of the programme

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the University's website.