

## CORPORATE AND ACADEMIC SERVICES

### PROGRAMME SPECIFICATION

Part 1: Basic Data		
<b>Awarding Institution</b>	University of the West of England	
<b>Teaching Institution</b>	Northshore College of Business and Technology	
<b>Delivery Location</b>	Northshore College of Business and Technology, Sri Lanka	
<b>Faculty responsible for programme</b>	Faculty of Business & Law	
<b>Department responsible for programme</b>	Business and Management	
<b>Modular Scheme Title</b>	Bristol Business School Undergraduate Scheme	
<b>Professional Statutory or Regulatory Body Links</b> <i>Name of PSRB</i> <i>Type of approval</i> <i>Dates</i>		
<b>Highest Award Title</b>	BSc (Hons) Marketing Management (SW) BSc (Hons) Marketing Management (FT)	
<b>Default Award Title</b>		
<b>Interim Award Titles</b>	BSc Marketing Management (SW) BSc Marketing Management (FT) DipHE Marketing Management CertHE Business Administration	
<b>UWE Progression Route</b>		
<b>Mode(s) of Delivery</b>	Sandwich, Full-time	
<b>Codes</b>	<b>UCAS:</b>	<b>JACS:</b>
	<b>ISIS2: N503</b> N503 (SW) N50313 (FT)	<b>HESA:</b>
<b>Relevant QAA Subject Benchmark Statements</b>	General Business & Management	
<b>CAP Approval Date</b>	5 December 2012	
<b>Valid from Date</b>	1 January 2013	
<b>Valid until Date</b>	1 January 2019	
<b>Version</b>	1	

## Part 2: Educational Aims of the Programme

Derived directly from the established BA (Hons) Business Management with Marketing programme in the UK, the BSc (Hons) Marketing Management, delivered by Northshore College of Business and Technology, UWE's Strategic Partner in Sri Lanka, has been designed to combine a comprehensive business education with the opportunity to specialise in the field of Marketing. The programme offers a chance to study both business and specialist Marketing modules covering a wide range of perspectives, principles, practices and contemporary issues.

As the programme progresses, learning and skills developed through the study of business modules are applied to a wide range of Marketing issues. Students also have the opportunity to specialise and focus on a variety of aspects of Marketing issues and debates through their specialist pathway. By the final year, students are equipped through both their first two years of study (this is further enhanced by the opportunity to complete a work placement) to undertake both integrative and specialist subjects, and to complete an independent research-based piece of work in their specialist pathway, marketing. The programme's philosophy is underpinned by a commitment to developing students as independent autonomous learners. One of the award's attractions is that students are able to specialise in Marketing within a broad-based business degree. This provides them with flexibility of opportunity on successful completion of their degree to either pursue a career in Marketing or to use their in-depth knowledge of Marketing within a broader business field.

This Programme aims to enable students to:

1. Study organisations, their management and the changing external environments in which they operate.
2. Identify and analyse business problems, and evaluate alternative solutions.
3. Study, analyse and critique complex theoretical debates, and apply to both work-based experience and case studies.
4. Study specialist Marketing modules covering the wide range of perspectives, principles, practices and contemporary issues that are contained in the real world of Marketing at the workplace
5. Prepare for a career in business and management, within or outside the fields of Marketing.
6. Provide an opportunity to experience and reflect on work-based learning
7. Contribute to society at large by enhancing life-long learning skills and personal development.

## Part 3: Learning Outcomes of the Programme

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

### A Knowledge and Understanding

#### (A) Knowledge and understanding:

On completion of the programme students will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of the disciplines, in the areas of:

1. The global business environment
2. The nature of markets and customers and the role of marketing.

#### Teaching/learning methods and strategies:

*Knowledge and understanding is acquired through the compulsory and core modules at levels 1,2 and 3. Compulsory and core modules make a primary contribution to one or more knowledge and understanding outcomes as indicated below:*

*Acquisition of 1 is by the core modules: Understanding the Business and Economic Environment (MET) (L1), International Business (L2)*

*Acquisition of 2 is by the core module: Understanding the Market Process (MET) (L1)*

### Part 3: Learning Outcomes of the Programme

3. The use of accounting and the sources, uses and management of finance.	<i>Acquisition of 3 is by the core modules Understanding Financial and Business Information (MET) (L1) and Accounting Information for Business Decision-makers (MET) (L2)</i>
4. The nature of organisations, work and management.	<i>Acquisition of 4 is by the core modules: Meeting the Management Challenge (MET); Understanding Organisations and People (MET) (L1), Managing People (MET)(L2), Organisational &amp; Individual Change (MET) (L3)</i>
5. The management and development of people	<i>Acquisition of 5 is by the core modules: Understanding Organisations and People (MET) (L1); Managing People (MET)(L2)</i>
6. The management of resources and operations	<i>Acquisition of 6 is by the core modules: Managing Business Processes (MET) (L2) and Strategic Management (MET) (L3)</i>
7. The management of information systems and use of communication and information technology	<i>Acquisition of 7 is by the core modules: Meeting the Management Challenge (MET) (L1); Engaging in Critical Business Enquiry (MET) (L2); Managing Business Processes (MET) (L2); Methods of Enquiry (MET) (L2).</i>
8. Business policy and strategy	<i>Acquisition of 8 is by the core module: Managing Business Processes (MET) (L2); International Business (L2); Strategic Management (MET)</i>
9. Quantitative methods for managerial applications.	<i>Acquisition of 9 is by the core modules: Meeting the Management Challenge (MET) (L1); Engaging in Critical Business Enquiry (MET) (L1); Methods of Enquiry (MET) (L2)</i>
10. Business and management research	<i>Acquisition of 10 is by the core modules: Engaging in Critical Business Enquiry (MET) (L1); Methods of Enquiry (MET) (L2); Work-based Enquiry Project (MET) (L3), Critical Business Enquiry(MET) (L3) or Enterprise Project (L3)</i>
11. Ethics & ethical decision making; sustainability & global citizenship	<i>Acquisition of 11 is by the core modules: Meeting the Management Challenge (MET) (L1); Engaging in Critical Business Enquiry (MET) (L1); Work-based Enquiry Project (MET) (L3), Critical Business Enquiry(MET) (L3) or Enterprise Project (L3)</i>
12. Knowledge appropriate to programme subject specialism – Marketing Management	<p><i>Acquisition of 12 is by the core modules: Acquisition of 12 is by the core modules:</i></p> <p><i>Principles and Practice of Marketing (L2)</i></p> <p><i>Integrated Marketing Communications (L2)</i></p> <p><i>Marketing Services (L3)</i></p> <p><i>All modules use a range of learning approaches including lectures, seminars, workshops, group work, case studies and exercises. Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</i></p>

Part 3: Learning Outcomes of the Programme	
	<p>Assessment:</p> <p><i>Testing of the knowledge base is through a range of formative and summative assessment approaches including coursework (learning outcomes 1-9, 11-12), oral presentation (learning outcomes 4,5 and 7), tasks undertaken under examination conditions (learning outcomes 1-10), and projects (learning learning outcome 10 &amp; 11).</i></p>
B Intellectual Skills	
<p><b>(B) Intellectual Skills</b></p> <p>On completion of the programme students will be able to:</p> <ol style="list-style-type: none"> <li>1. Gather and critically evaluate evidence and information from a range of sources.</li> <li>2. Identify and analyse business problems in a range of contexts using appropriate concepts and frameworks.</li> <li>3. Draw conclusions, develop judgements, create and evaluate alternative solutions and make decisions on their application.</li> <li>4. Apply these skills in a range of complex and unpredictable contexts.</li> </ol>	<p><b>Teaching/learning methods and strategies:</b></p> <p><i>Intellectual skills are developed at levels 1,2 and 3 through a range of learning approaches including lectures, seminars, workshops, group work, cases studies, projects, exercises and online and simulation activities.</i></p> <p>Assessment:</p> <p><i>A variety of formative and summative assessment methods are employed to demonstrate the acquisition of intellectual skills. These include reflective essays, learning diaries, management reports, presentations, tests, case studies, and examinations.</i></p>
C Subject, Professional and Practical Skills	
<p><b>(C) Subject, Professional and Practical Skills</b></p> <p>On completion of the programme students will be able to:</p> <ol style="list-style-type: none"> <li>1. Carry out a business and management research programme</li> <li>2. Write management reports</li> <li>3. Contribute effectively to group projects and deliver presentations</li> <li>4. Select and use subject specific tools and techniques</li> </ol>	<p><b>Teaching/learning methods and strategies:</b></p> <p><i>Acquisition of 1 is by the core modules: Work-based Enquiry Project (MET) (L3), Critical Business Enquiry(MET) (L3) and Enterprise Project (MET) (L3), underpinned by a range of smaller research activities at levels 1 and 2</i></p> <p><i>Acquisition of 2 by all core modules at levels 1, 2 and 3</i></p> <p><i>Acquisition of 3 is by the core modules: Meeting the Management Challenge (MET) (L1); Understanding the Market Process (MET) (L1); Managing People (MET) (L2); Managing Individual &amp; Organisational Change (MET) (L3).</i></p> <p><i>Acquisition of 4 is by the core modules: Meeting the Management Challenge (MET) (L1); Understanding Business and Financial Information (MET); Engaging in Critical Business Enquiry (MET) (L1); (L1); Understanding the Market Process (MET) (L1); Managing People (MET) (L2); Accounting Information for Business Decision-makers (MET) (L2); Managing Business Processes (MET) (L2);</i></p>

Part 3: Learning Outcomes of the Programme	
5. Develop professional identity and subject expertise relevant to degree programme, i.e. Marketing Management	Strategic Management (MET) (L3)  Acquisition of 5 is through the core modules: BUSINESS MANAGEMENT: Meeting the Management Challenge (MET); Managing People (MET) (L2); Managing Individual & Organisational Change (MET) (L3); MARKETING: Principles and Practice of Marketing(L2).
	<b>Assessment</b> Skill 1 is primarily assessed by project/dissertation  Skill 2 is primarily assessed through coursework reports  Skill 3 is primarily assessed through coursework and group presentations  Skill 4 is primarily assessed through course work reports and exercises and examinations in all modules
D Transferable Skills and other attributes	
<b>(D) Transferable Skills and other attributes</b>	<b>Teaching/learning methods and strategies:</b>
On completion of the programme students will be able to:	Transferable skills are developed through an integrated programme of learning, which is built into all core modules at levels 1, 2 and 3 and the work placement.
1. Work effectively alone.	Skills 1, 2, 3, 4, 5, 6, 7, 8 and 9 are developed in all core and option modules. Skills 1,3,6, 7, 8 are given particular emphasis in the modules: Work-based Enquiry Project (MET) (L3), Critical Business Enquiry(MET) (L3) and Enterprise Project (MET) (L3)
2. Work effectively in groups.	
3. Present, discuss and defend ideas concepts and views through formal and informal written and spoken languages.	Skill 2 is given particular emphasis in the core modules: Meeting the Management Challenge (MET) (L1); Understanding the Market Process (MET) (L1); Managing Individual & Organisational Change (MET) (L3)
4. Extract, process and present numerical information for a given purpose.	Skill 4 is given particular emphasis in the core modules: Meeting the Management Challenge (MET) (L1); Understanding Financial and Business Information (MET) (L1); Accounting Information for Business Decision-makers (MET) (L2); Methods of Enquiry (MET) (L2)
5. Use information technology.	
6. Manage own time and workload.	Skill 5 is given particular emphasis in Meeting the Management Challenge (MET) (L1), Engaging in Critical Business Enquiry (MET) (L2); Methods of Enquiry (MET) (L2) although its application pervades all modules.
7. Take responsibility for own learning.	
8. Reflect on own performance and respond positively to feedback.	Skill 9 is given particular emphasis in International Business (L2); Managing Individual and Organisational Change (MET) (L3), Strategic Management (MET) (L3); and Work-based Enquiry Project (MET) (L3), Critical Business Enquiry(MET) (L3) and Enterprise Project (MET) (L3)
9. Transfer knowledge and skills across different settings.	
10. Develop a strong sense of self and the life-long learning skills to make an ongoing contribution to society at large.	Skill 10 is given particular emphasis in Meeting the Management Challenge (MET) (L1); Managing People

### Part 3: Learning Outcomes of the Programme

*(MET) (L2); Managing Organisational and Individual Change (MET)*

*Skills 1,2,3,6,8,9 & 10 are given particular emphasis in the work placement*

#### **Assessment**


*Assessment of transferable skills is accomplished through a range of methods which include written individual and group coursework, peer assessment, employer assessment, self-assessment, tests, presentations, examinations, dissertations*

*All skills are assessed in the core modules at level 3*

## Part 4: 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	Level 1	Compulsory Modules	Optional Modules	Interim Awards
		UMCD9H-30-1 Meeting the Management Challenge (MET) (30 credits)  UMAD4W-15-1 Understanding Business and Financial Information (MET) (15 credits)  UMED8E-15-1 Understanding the Business and Economic Environment (MET) (15 credits)  UMOD65-15-1 Understanding Organisations and People (MET) (15 credits)  UMKD6L-15-1 Understanding the Market Process (15 credits)  UMCD9L-30-1 Engaging in Critical Business Enquiry (30 credits)	There are no optional modules at level 1	CertHE Business Administration  Credit requirements: 120 at the appropriate level



<b>Level 2</b>	<b>Compulsory Modules</b>  UMPD7D-30-2 Managing People (MET) (30 credits)  UMAD5K-15-2 Financial Aspects of Marketing, Enterprise and Tourism (15 credits)  UMKD6N-15-2 Principles and Practice of Marketing (15 credits)  UMMD7M-15-2 Managing Business Processes (MET) (15 credits)  UMCDTX-30-2 Methods of Enquiry (30 credits)	<b>Optional Modules</b>  1 option should be selected up to a maximum value of 15 credits from:  UMKD6M-15-2 Integrated Marketing Communications (15 credits)  Or  UMSD7R-15-2 International Business (15 credits)	<b>Interim Awards</b>  DipHE Marketing Management  <i>Credit requirements: 240</i> <i>at the appropriate level</i>
<p><b>Placement or Study Year Abroad:</b>          Students taking the sandwich (SW) programme must choose one of the following options:</p> <ol style="list-style-type: none"> <li>1. Work Placement (a minimum of 40 weeks in employment)</li> <li>2. Study Year Abroad, which consists of two semesters of study (a minimum of 36 weeks at a partner institution abroad)</li> </ol> <p>Whilst on Placement or Study Year Abroad students complete study a 15 credit level 3 module to assess the learning and skills during this time</p> <ul style="list-style-type: none"> <li>- Placement Learning (UMCD9X-15-3)</li> <li>- Learning &amp; Development on Study Year Abroad (UMCD9Y-15-3)</li> </ul> <p><b>To be eligible for either Placement or SYA students must have passed a minimum of 200 credits</b></p>			



Level 3	<b>Compulsory Modules</b>  Final Year Project (30 credits) – choice of:  UMCD9W-30-3 Critical Business Enquiry Project  <b>or</b>  UMCD9Q-30-3 Enterprise Project  <b>or</b>  UMCD9T-30-3 Work-based Enquiry Project  UMSD7V-15-3 Strategic Management (MET) (15 credits)  UMOD6D-30-3 Managing Organisational & Individual Change (MET) (30 credits)  UMKD6R-15-3 Marketing Services (15 credits)	<b>Optional Modules</b>  2 options should be selected up to a maximum value of 30 credits from a list that might include those below.  Students who have completed a Placement or SYA (and passed the relevant modules) are required to select 1 option up to a maximum credit value of 15 credits.  UMKD6S-15-3 Interactive and Digital Marketing (15 credits)  UMKD6Q-15-3 Global Marketing Management (15 credits)  UMKD6U-15-3 Charity Fundraising Management (15 credits)  UMKD6W-15-3 Sales Management (15 credits)  UMKD6T-15-3 Non-profit and Social Marketing (15 credits)  UMKD6V-15-3 Public Relations (15 credits)  UMKD75-15-3 Events and Festivals Management (15 credits)	<b>Awards:</b>  <i>Target/highest title:</i> BSc (Hons) Marketing Management (SW) BSc (Hons) Marketing Management (FT)  <i>Default title:</i> BSc Marketing Management (SW) BSc Marketing Management (FT)  <i>Credit requirements:</i> BSc (Hons): 360 credits at the appropriate levels  BSc: 300 credits at the appropriate levels

## GRADUATION

## Part 5: Entry Requirements

The University's Standard Entry Requirements apply with the following additions:  
International students seeking direct entry into level 3 require IELTS with 6.0 in all components or an overall band score of 6.5 or above.

## Part 6: Assessment

All assessments will be held according to approved to University Regulations and Procedures.

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.

### Assessment Map

The programme encompasses a range of **assessment methods** including; reports, essays, presentations, case studies, written examinations, portfolios. These are detailed in the following assessment map:

#### Assessment Map for *BSc (Hons) Marketing 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	UMCD9H-30-1						B (10)		B (60)		A (30)
	UMAD4W-15-1				A (50)				B (50)		
	UMED8E-15-1				A (50)			B (50)			
	UMOD65-20-1	A (50)						B (50)			
	UMKD6L-15-1						A (60)	B (40)			
	UMCD9L-30-1	A (30)						B (35)			B (35)
Compulsory Modules Level 2	UMPD7D-30-2	A (25)									B (75)
	UMAD5K-15-2				A (60)				B (40)		
	UMKD6N-15-2				A (50)		B (50)				
	UMCDTX-30-2								B (70)		A (30)
	UMMD7M-15-2	A (50)							B (50)		
Optional Modules Level 2	UMKD6M-15-2	A (50)						B (50)			
	UMSD7R-15-2	A (50)						B (50)			

## Part 6: Assessment

Compulsory Modules Level 3	UMCD9T-30-3								A (100)		
	UMCD9W-30-3							B (75)			A (25)
	UMCD9Q-30-3								B (75)		A (25)
	UMSD7V-15-3	A (60)						B (40)			
	UMOD6D-30-3						A (25)	B (45)			B (55)
	UMKD6R-15-3	A (50)						B (50)			
Optional Modules Level 3	UMKD6S-15-3	A (50)						B (50)			
	UMKD6Q-15-3	A (50)						B (50)			
	UMKD6U-15-3	A (60)						B (40)			
	UMKD6W-15-3						A (60)	B (40)			
	UMKD6T-15-3	A (50)						B (50)			
	UMKD75-15-3		A (50)				B (50)				
	UMKD6V-15-3	A (40)						B (60)			

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

## Part 7: Student Learning

### 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. 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 this Marketing Management programme teaching is a mix of scheduled, independent and placement learning. For the BSc Marketing 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.

**Placement learning:** For students on the sandwich programme this is either

- **Placement option** - A minimum of 40 weeks in employment

## Part 7: Student Learning

- **Study Year Abroad option** - Two semesters of study (a minimum of 36 weeks at a partner institution abroad)

### Description of Distinctive Features and Support

The overarching aim of the Faculty's 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*'.

The supporting objectives of the strategy are the:

- further development of intellectually vibrant, highly reflective, mutually respectful and diverse student and staff learning communities within the Faculty
- increase in the use of links with the world external to UWE (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 UWE
- provision of effective and ongoing developmental support for all staff
- use of effective strategies for assessment for learning

### 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 with an additional focus on marketing. In addition students can select one option from the marketing or international business areas which are designed to supplement and compliment the core modules. These options allow students to start to specialise around marketing. Students also develop research skills that link to the Level 3 Project.
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 marketing and 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 an applied Work-based Enquiry Project (based on Placement or concurrent work experience); to a new business launch or creating a business case project in

## Part 7: Student Learning

the Enterprise Project. In addition students have 3 optional modules to select, which focus on business and/or marketing topics, and pervasive or contemporary issues. These optional modules allow level three students to develop a deep understanding of marketing or business.

### Teaching, Learning & Assessment

The teaching, learning and assessment strategy of the Faculty 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. The Faculty 'blend' consists of face to face learning in large and small groups (lectures and seminars/ workshops) supported by on-line learning Blackboard, 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:

	<b><i>Personal and Professional (Employability) Strand</i></b>	<b><i>Enquiry Strand (Research &amp; Academic Skills development)</i></b>
<b><i>Level 1</i></b>	Meeting the Management Challenge	Engaging with Critical Business Enquiry
<b><i>Level 2</i></b>	Managing People	Methods of Enquiry
<b><i>Level 3</i></b>	Managing Individual & Organisational Change	Work-based Enquiry Project or 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 (*Integrating Marketing Communications*), numeric and problem-solving skills (*Financial Aspects for Marketing, Enterprise and Tourism*), self-reflective capabilities (*Principles and Practice of Marketing*) and presentation skills (*Principles and Practice of Marketing*).

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 final Level project allows students to explore a substantial issue utilising appropriate concepts, frameworks and methodologies in a highly independent manner. A final Level Three 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.

## Part 7: Student Learning

All sandwich students are required to undertake a work placement of a minimum of 40 weeks and this provides a rich process in which student can reassess themselves and confront the challenges of carrying out a role in a new organisation whilst knowing that they will have the opportunity to be supported if there is a problem and that they will be returning to the programme for a further period of reflection and learning after the placement is completed.

In addition to Placements there are opportunities for Study Year Abroad in a number of partner institutions who are able to offer relevant Business courses in English. Students are allocated to these places through a competitive process.

During Placement or Study Year Abroad students complete one 15 credit Level 3 module (*Placement Learning or Learning & Development on Study Year Abroad*).

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:

- 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, personal development portfolios and employer and self-assessment of the placement.

### Learning Resources

All modules make use of Blackboard 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 the University 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 Blackboard.

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.

On the Bristol campus, 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. The Northshore campus Library aims to emulate the facilities available on the Bristol campus and is investing in print sources, study spaces, electronic access, and computer facilities.

## Part 7: Student Learning

### 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 an Academic Personal Tutor, whose role is primarily to be the first point of contact for students as a named individual who is concerned for their academic well-being and progress. The aim is to help students in the achievement of their academic and employability goals.

In Bristol, when students have problems of a personal nature they are referred as appropriate to Student Services Student Advisors who 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 the University. This service is supported by extensive online resources. At Northshore these aspects of student support will be provided in the first instance by staff from the College Registry. The nature and extent of support will depend upon the need and NCBT's ability to provide it within the local context. However, NCBT will continue to discuss with UWE Student Advice and Welfare Services on a yearly basis how it can expand the nature and extent of its support for its students.

Students and graduates in Bristol are supported by UWE 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. UWE Careers provides recruiter facing services including advertising graduate job vacancies, work experience and volunteering opportunities, and running both undergraduate and graduate internship schemes. There are also part time jobs advertised by the Student Union Jobshop. There is specialist support for international students including specific resources developed for a range of countries from whence students are recruited. 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. UWE Careers is able to extend advice and support to colleagues at Northshore in respect of student employability to supplement the support on offer in Sri Lanka itself which aims to provide a similar range of resource. This will include support to students in preparation for and while on placement.

All students will undergo an induction programme at Northshore that replicates the key features of the induction programme as practiced at Bristol. To this end, 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. This is in addition to a Programme Handbook which all students will also receive. Both the student Handbook and Programme may be available electronically and both may be supported by other online resources that would be of interest to new starters.

In line with UWE's focus on student voice, student representation forums will be established at Northshore that are equivalent to the mechanism for student representation in Bristol. These forums will be held each term to discuss issues raised by students in relation to their experience of studying at UWE and on the programme. 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 and, where appropriate, they may be discussed by at meetings convened between the Programme Link Manager and senior colleagues at Northshore.



## 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:

University 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.