



PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	University of the West of England
Teaching Institution	University of the West of England
Delivery Location	University of the West of England
Study abroad / Exchange / Credit recognition	
Faculty responsible for programme	Business and Law
Department responsible for programme	Law
Professional Statutory or Regulatory Body Links	
Highest Award Title	BA (Hons) Business and Law
Default Award Title	n/a
Interim Award Titles	BA Business and Law DipHE Business and Law CertHE Business and Law
UWE Progression Route	
Mode(s) of Delivery	FT, PT, Foundation Year
ISIS Codes	NM11 Foundation year codes (NM1F) SW, (NM1F13) FT
Review Date	September 2018

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Part 2: Educational Aims of the Programme

This programme enables students to be able to combine business and law in such a way as to provide them with an understanding of key business and law areas and the opportunity to develop specialisms within the two interrelated disciplines. The programme enables students to develop knowledge and skills to meet the demands of the modern workplace in the private and public sectors and appreciate the interplay between business and law. It offers students a current and integrated education covering the main disciplines in business and law as well as developing the skills and attributes in both disciplines that would enhance a student's preparedness for entering employment.

The programme also aims to support the UWE Bristol widening participation strategy by enabling students to undertake a foundation year before progressing to year one of the programme.

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

Students are challenged in their ability to communicate, analyse and problem-solve, developing their intellectual capacity focusing on practical, enterprising and future-facing application within the legal arena and elsewhere. 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.

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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:																
Learning Outcomes:	UUUUL9-30-0 BaP	UMCDKK-30-0 IOE&M	UMEDKL-30-0 E&AIRW	UUUUL7-30-0 ILSBGC	UUUUKV-30-1 Found for Law	UUJTN3-30-1 Law of Contract	UMAD4U-15-1 UBFI	UMCDMX-15-1 Intro to Management	UMPDN6 - 15-1 Cont Issues in Business	UMCDMT-15-1 Enterprise	UUUULB-30-2 Commercial Law	UMPDND-15-2 Mgt Skills for Bus & Law	UMPD3-15-2 Managing People	UUUUKP-30-3 Comp Law in Ctx	UMSD7T-15-3 Strat Man	UMSDMK-15-3 Integrated Bus Simulation
A) Knowledge and understanding of:																
Knowledge and understanding of both black letter law and socio-legal studies.					√	√					√			√		
The knowledge of markets and customers and role of marketing.										√						
Achieve a breadth of study of traditional and developing law and business areas.		√		√	√	√					√			√		
Knowledge of values, principles, ethics and a substantial range of major business and legal concepts.								√						√		
Knowledge of the global business environment.								√								
Use of accounting and the sources, uses and management of finance.			√				√									
Knowledge appropriate to programme subject specialism.					√	√					√			√		
Knowledge of legal values, principles and concepts as they relate business practice.					√	√								√		
The nature of organisations, work and management.		√							√			√	√	√		√
The management and development of people.									√			√	√			
The management of resources and operations.															√	√
Business policy and strategy															√	
the relevance of the disciplines of law, economics, accounting, business and management to professional life	√	√	√	√										√	√	√

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Part 3: Learning Outcomes of the Programme															
Learning Outcomes:	UJUUL9-30-0 BaP	UMCDKK-30-0 IOE&M	UMEDKL-30-0 E&AIRW	UJUUL7-30-0 ILSBGC	UUUKV-30-1 Found for Law	UJUTN3-30-1 Law of Contract	UMAD4U-15-1 UBFI	UMCDMX-15-1 Intro to Management	UMPDN6 - 15-1 Cont Issues in Bus	UMCDMT-15-1 Enterprise	UJUULB-30-2 Commercial Law	UMPDND-15-2 Mgt Skills (Bus & Managing People	UJUUKP-30-3 Comp Law in Ctx	UMSD7T-15-3 Strat Man	UMSDMK-15-3 Integrated Bus Simulation
(B) Intellectual Skills															
Learning to research, analyse, critically evaluate and develop a technical and practical understanding of important legal and business concepts and principles.					√	√	√	√	√	√	√		√		
Understanding the process of research - how to research and interpret and apply information from relevant legal, financial and business materials.					√	√	√	√	√	√	√		√		
Developing a mature understanding of the areas of law and business studied.					√	√	√	√	√	√			√		
Understanding the fast developing and organic nature of some areas of law and business.		√	√	√	√	√	√	√	√	√	√		√		
Apply the skills acquired to a range of complex and unpredictable contexts.					√	√	√	√	√	√	√		√		
(C) Subject/Professional/Practical Skills															
Carry out a business and management research programme and write management reports.															√
Challenge students to develop skills of oral argument.		√		√	√	√					√		√		
Identify appropriate evidence and to build and structure arguments in an appropriate and ethical manner,		√				√					√		√		
Technical skills development fostered through practical problem solving,			√		√	√					√				
Develop a practical understanding of what happens in court by making a court visit and reflecting on the outcome and researching a specific legal role relevant to the case that they observed.					√								√		

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Part 3: Learning Outcomes of the Programme																
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(C) Subject/Professional/Practical Skills (contd)																
Analysis of scenarios or research of topics which require the practical application of law to facts.				√		√					√			√		
Development professional and legal skills which would support working in a business environment.					√						√	√		√		√
Contribute effectively to group projects and deliver presentations		√		√					√				√			√
Select and use subject specific tools and techniques.								√	√		√	√				√
Develop professional identity and subject expertise relevant to degree programme.	√				√	√					√	√		√		
(D) Transferable skills and other attributes																
Work effectively alone.	√				√	√								√		
Work effectively in groups.		√		√					√							√
Present, discuss and defend ideas, business and law concepts and views through formal and informal written and spoken languages.					√	√								√		
Extract, process and present numerical information for a given purpose.			√				√									
Use information technology.	√	√	√	√	√	√	√	√	√	√	√	√		√	√	√
Manage own time and workload.	√	√	√	√	√	√							√	√		
Take responsibility for own learning.	√	√	√	√	√	√							√	√		
Reflect on own performance and respond positively to feedback	√	√	√	√	√	√								√		

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(D) Transferable skills and other attributes (contd)																
Transfer knowledge and skills across different settings.														√	√	√
Develop a strong sense of self and the life-long learning skills to make an ongoing contribution to society at large.	√											√	√			√
Identifying issues and obtaining and summarizing appropriate and up to date legal and business information from electronic and paper sources.					√	√					√			√		
The ability to identify and use primary and secondary sources of law.					√	√					√			√		
To show an understanding of legal and business principles.					√	√					√			√		
To show a command of standard legal arguments.					√	√					√			√		

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Part 4: Student Learning and Student Support

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: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 BA(Hons) Business and Law programme teaching is a mix of scheduled, independent and placement learning.

Scheduled learning includes lectures, workshops, tutorials/seminars, lectorials (a mix of lecture and seminar), some webinars (synchronous online seminar), project supervision, some external visits. The nature of scheduled learning may vary slightly depending on the module choices made.

Independent learning includes hours engaged with essential reading, case study preparation, class preparation, reviewing lecture content, assignment preparation and completion, examination preparation etc.

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

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

Description of the teaching resources provided for students

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. 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.

Description of any Distinctive Features

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

Part 4: Student Learning and Student Support

- 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 Faculty's Undergraduate Scheme, which allows credit accumulation and flexibility in the student learning process.

Level 0 consists of four year-long 30 credit modules in which the main focus is on the acquisition both of appropriate academic skills and of an awareness of the relevance to their future professional lives of the disciplines of law, economics, accounting and business and management. **Becoming A Professional (UJUUL9-30-0)** will act as a "spine" to the year, supporting the other three modules through a reflective portfolio and three integrative project weeks. Students will be encouraged to develop as reflective learners and to understand the importance of the UWE graduate attributes. The teaching methods are designed to engage students and much of the scheduled class time will be spent in technology enhanced active learning (TEAL) rooms. The remainder of this section relates to the remaining years of the programme.

The business modules are structured on the basis of 15 and 30 credit modules which are semesterised modules in business. Each semester consists of a 12 week teaching block following by a period of assessment. In each semester students study a mixture of 15 and 30 credit modules. Students therefore study 60 credits in business at each level and 180 business credits over the three levels.

The law modules are structured on the basis of 15 and 30 credit modules over the entire teaching year with assessment at appropriate periods, depending upon the nature of the assessment in any particular module. Students will study one 60 credits in law at each level and 180 credits in law over the three levels.

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 first year modules that are common with the single honours business and law programmes and the modules are drawn from compulsory modules in the respective Undergraduate Schemes, 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. The key feature of this first year permits students to make a choice the end of their first year as to whether they wish to remain upon this route of study dividing their time equally between business and law throughout their studies or allowing them to choose to major in business or law at levels two and three.

Level One provides students with a general business and law foundation to enable them to develop the skills and underpinning disciplinary areas for subsequent levels of study.

Level Two business modules are structured around the key functional areas of business. In addition students can select one option. These modules are designed to compliment elements of the compulsory modules. They allow students to start to specialise around their particular area of interest. In law students develop research skills and can then select options, to the value of 30 credits from the law modules offered which have been specifically chosen to compliment the business modules and that allow students to further specialise around their particular area of interest.

Part 4: Student Learning and Student Support

Level Three has been designed to integrate the academic knowledge gained in the first two levels of study to enable students to gain an understanding of the inter-disciplinary nature of business and law. In addition students have optional modules to select, which focus on specific areas of interest and can follow on from module choices at Level 2. These optional modules allow level three students to develop a deep understanding of the areas of business and Law in which they have a specialist interest.

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 from level 1 onwards is a clear personal & professional development strand of transferable skills and “brain habits” of the sort which facilitate the transition into HE and underpin employability and lifelong learning.

	Personal and Professional Strand (Employability)	Enquiry Strand (Research & Academic Skills development)
Level 1	Foundations for Law	
Level 2	Managing People Professional Development	
Level 3	Managing Individual & Organisational Change	

Whilst the 30 credit modules in business and the 15 credit modules in law provide the focus for the development of skills, subject specific and transferable skills are further developed throughout the programme and in more depth in identified modules i.e. analytical and interpretive skills , numeric and problem-solving skills (and self-reflective capabilities).

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 year 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.

All sandwich students will undertake a work placement of a minimum of 40 weeks, normally in an area of a business related to the specialism of the degree, and this provides a rich process in which student can make links between theory and practice, 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

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Part 4: Student Learning and Student Support

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.

During Placement students complete one 15 credit Level 3 module Learning and Development on Placement (UMCDDA-15-3).

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 Study Year Abroad students complete one 15 credit Level 3 module (*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 0, an understanding of the academic skills needed for success in higher education
- 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.

Student Support

Academic 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 Personal Academic Tutors. In addition, students can seek support from Faculty Learning Support Tutor to address study skills issues, or from Disability Services.

The role of Personal Academic Tutor is primarily about being the first point of contact for students as a named individual who is concerned for their well-being and progress. The aim is to help students in the achievement of their academic and employability goals. This is an academic role and where students have problems of a personal nature they are to be referred as appropriate to UWE Student Services Student Advisors and to UWE Careers regarding employability issues.

These 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 the University. This service is supported by extensive online resources.

Students and graduates are also supported by UWE Careers who help them to access skills,

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Part 4: Student Learning and Student Support

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 where students are recruited from. 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.

There is also specialist Placement support offered through the employability teams at UWE Careers which provide extensive support for students in preparation for, as well as throughout, their placement period.

Part 5: Assessment

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

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

Assessment Strategy

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

The assessment strategy provides for a variety of modes of assessment which are employed at each Level and which are designed to test and enhance students' knowledge, skills and abilities as well as prepare them for the demands of the work place. These include written tests and exams, but also for example oral assessment, assignments and portfolios. The assessment methods deployed at different Levels of the programme are specifically designed to reflect the learning outcomes appropriate to that Level, and to encourage progression in the acquisition of both the knowledge base and skills appropriate to a student's development. More specifically, it is expected that students will progress from developing essential basic academic research and study skills in Levels 0 and 1 to the development of problem-solving, critical evaluation, analytical and oral and written argumentative skills at Level 2 with their further refinement enhanced by a greater degree of reflection at Level 3. Some of these skills will be assessed early on in Level 2, and some will be assessed later at Level 3 following formative assessments in Level 2.

The programme team aims to develop a shared understanding with the students as to what constitutes high quality work in the respective modules. This shared understanding is achieved in a number of ways. Examples of this include students being provided with written guidance explaining the purpose of a particular assessment, the learning outcomes, general assessment criteria, marking guidelines as well as subject specific criteria; the students being provided with guidelines as to what constitutes a 1st, 2:1, 2:2, 3rd and a fail; students being provided with anonymised examples of good and poor work of students so that students can evaluate what makes a good assessment.

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Part 6: Programme Structure BA(Hons) Business and Law

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

Students will normally be required to pass all the level 0 modules in order to progress to level 1.

ENTRY	Level 0	Compulsory Modules	Optional Modules	Interim Award
		UJUUL9-30-0 Becoming a Professional UMCDKK-30-0 Introduction to Organisations, Enterprise and Management UMEDKL-30-0 Economics and Accounting for the Real World UJUUL7-30-0 Introduction to Law in a Social, Business and Global Context	None	None
	Level 1	UMCDMX-15-1 Introduction to Management UMAD4U-15-1 Understanding Business and Financial Information (BIM) (15 credits) UMPDN6 - 15-1 Contemporary Issues in Business UMCDMT-15-1 Enterprise and Entrepreneurship UJUUKV-30-1 Foundations for Law UJUTN3-30-1 Law of Contract		Cert HE Business and Law <i>Credit requirements:</i> 240 credits At least 100 credits at level 1 or above. 120 credits at level 0.

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	Compulsory Modules	Optional Modules	Interim Award
Level 2	<p>UMPDM3-15-2 Managing People</p> <p>UMPDND-15-2 Management Skills for Business and Law</p> <p>Commercial Law UJUULB-30-2</p>	<p>30 credits from Business options (subject to availability)</p> <p>UMAD5H-15-2 Accounting Information for Business</p> <p>UMAD5M-15-2 Market Analysis for Private Investors</p> <p>UMPD7J-15-2 Equality Law and Diversity Management</p> <p>UMED8U-15-2 Good Business, Bad Business and Sustainability</p> <p>UMSD7Q-15-2 Entrepreneurship and Small Business</p> <p>UMAD5N-15-2 Credit Management: Theory and Practice</p> <p>UMMDFY-15-2 Digital Business Management</p> <p>30 credits from Law options</p> <p>UJUUKU-30-2 Law of Torts</p> <p>UJUUJG-30-2 Sports Law</p> <p>Dispute Resolution Skills UJUUIJ-30-2</p> <p>UJUUIR-30-2 Employment Law</p> <p>UJUULC-30-2 Information Technology Law</p>	<p>Dip HE Business and Law</p> <p><i>Credit requirements:</i> 360 credits. At least 100 credits at level 2 or above. At least 120 credits at level 1 or above. 120 credits at level 0.</p>
<p>Placement or Study Year Abroad (SYA):</p> <p>Students taking the sandwich (SW) programme must choose one of the following options both of which aim to enable students to contextualise their academic learning in an applied business and/or cultural context:</p> <ol style="list-style-type: none"> 1. Work Placement (a minimum of 40 weeks in employment) normally in the field relevant to the specialism of the degree of Business and Management or Law. 2. Study Year Abroad, which consists of two semesters of study (a minimum of 36 			

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weeks at a partner institution abroad).

Whilst on Placement students complete study a 15 credit level 3 module, Placement Learning (UMCDN5-15-3). to assess the student's personal development from the experience of placement and their ability to identify issues relevant to their Placement's organisational context.

Whilst on Study Year Abroad students complete a 15 credit level 3 module, Learning & Development on Study Year Abroad (UMCD9Y-15-3), to assess to assess the student's personal development from the experience of SYA and their ability to evidence cross-cultural awareness and analysis of the country in which they have been studying.

To be eligible for either Placement or SYA students must have passed a minimum of 330 credits

Where students make this choice they are advised to take 15 fewer credits at level three as these 15 credits count towards the total required to complete the programme.

	Compulsory Modules	Optional Modules	Awards
Level 3	UMSD7T-15-3 Strategic Management (BIM) (15 credits)	<i>Optional Modules</i> (subject to availability) 30 credits from <i>Business options</i>	Interim Award
	UMSDMK-15-3 Integrated Business Management Simulation	UMODML-15-3 Managing Organisational Change	BA Business and Law <i>Credit requirements:</i> 420 credits
	UJUUKP-30-3 Company Law in Context	UMPD7F-15-3HR Development & Knowledge Management UMSD7W-15-3 International Business in the Emerging Markets UMMD7P-15-3 Project Management UMED95-15-3 Sustainable Business UMSD87-15-3 Business Innovation & Growth UMAD5X-15-3 Investment Management UMOD6F-15-3 Organisational Leadership UMSD84-15-3 Entrepreneurship: Ideas & Practices UMAD5T-15-3 International Financial Management UMAD5R-15-3 Personal Financial Planning UMCDKD-15-3 Cross Cultural Learning and Development	At least 60 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0.

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Level 3		<p>30 credits from Law options</p> <p>UJUULA-30-3 Law of Financial Crime and Regulation UJUUKS-30-3 European Union Law UJUUH4-30-3 Globalisation, Trade and Natural Resources Law UJUTKB-30-3 Intellectual Property Law UJUTNG-30-3 Media and Entertainment Law UJUTA7-30-3 Dissertation</p> <p>Students who have completed a Placement (and passed the relevant modules) are not required to do a Business option.</p> <p><i>Additional options, as appropriate and available, may be offered through the annual Online Module Choices process each year.</i></p>	<p>Target/Highest Award:</p> <p>BA (Hons) Business and Law</p> <p><i>Credit requirements:</i> 480 credits At least 100 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0.</p>
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GRADUATION

Part 7: Entry Requirements

The University's Standard Entry Requirements apply, according to the year and point of entry, see UWE webpages:
<http://www1.uwe.ac.uk/whatcanistudy/applyingtouw/undergraduateapplications/undergraduateapplications.aspx>

Part 8: Reference Points and Benchmarks

QAA subject benchmark statements
 Business & Management
 Law

University strategies and policies

- University's Vision & Mission - 2020 Strategy
- 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

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Part 8: Reference Points and Benchmarks

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

QAA subject benchmark statements

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

The development of the programme used a range of sources and methods in order to evaluate and improve the quality and standards of students' learning:

Initiatives and Groups

The university, the faculty and the department have procedures and initiatives in place with the aim regularly and frequently to evaluate and improve students learning. These include regular meetings and identification of concrete action points relating to curriculum design at the Faculty's Learning and Teaching Enhancement Group, staff away days and meetings and initiatives led by the Faculty's Academic Success Centre.

The outcomes and findings of these have informed the design of the programme and its module, and will continue to do so.

Research Informed Scholarship

Staff is encouraged to utilise own research and that of colleagues to inform teaching, both in terms of content and pedagogic approach. To this end, subject specific teaching and learning teams meet to discuss research and teaching and inform curriculum design that way.

Stakeholder Input and Feedback

Student feedback was obtained and evaluated on the one hand via the university's governance system including Student Staff Representative Fora, Departmental Committees and Academic Standards and Quality Committee, but also through the National Student Survey and the Annual UWE Student Union Representation Report for the Department of Law.

Employers and alumni are regularly consulted to ensure the currency and relevance of the programme. Their expectations regarding relevant graduate competencies were and are continually taken into account in the curriculum design.

Mapping of Assessments and of Graduate Skills Teaching

The programme team benefited from the recent mapping of LLB assessment practice and the ongoing mapping of graduate skills teaching on the LLB. The tutor leads for these two exercises were closely involved in the design of the programme.

Consultation with the Professional and Legal Skills team

The programme discontinued the previous strand of free standing Professional and Legal Skills modules. The knowledge and experience of those modules' leaders and their teams, and the experience gained through running these modules, significantly informed the design of the programme.

ACADEMIC SERVICES

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](#).

ACADEMIC SERVICES

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First CAP Approval Date	1 June 2016			
Revision CAP Approval Date	31 January 2017	Version	2	link to RIA
Revision ASCQ Approval Date <i>Update this row each time a change goes to ASQC</i>	16 January 2018	Version	3	link to RIA
Next Periodic Curriculum Review due date	2018			
Date of last Periodic Curriculum Review				