

Programme Specification

Section 1: Basic Data

Awarding institution/body	University of the West of England
Teaching institution	University of the West of England
Faculty responsible for programme	Bristol Business School
Programme accredited by	N/A
Highest award title	BA (Hons) Management and (SW)
Default award title	BA (Hons) Management and N/A
Interim award title	BA Management and DipHE in Management and CertHE in Management and
Modular Scheme title (if different)	N/A
UCAS code (or other coding system if relevant)	
Relevant QAA subject benchmarking group(s)	Business and Management
On-going/valid until* (*delete as appropriate/insert end date)	On-going
Valid from (insert date if appropriate)	September 1 st 2006 (September 2006)
Authorised by...	Date:...
Version Code	
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Section 2: Educational aims of the programme

This half award has been designed to provide a sound business education, with a specialist focus on management studies. The programme progresses from basic disciplines through functional areas to integrated specialised subjects within the area of management. The objective is to provide students with the opportunity to analyse and evaluate business organisations and to understand the way in which they operate. In addition students are required to identify and analyse business problems and evaluate alternative solutions. This work is set against a background of the environment in which management operates. The discipline of management is developed through a focus on three key areas: the management of people, the management of resources and the management of activities. There is a strong focus on the development of management skills and competencies, which reflect a commitment to both the development of practical management skills, and the development of the theory of management which underpins these.

The half award in Management complements our main general business and management half award in Business which is characterised by a more general grounding in all the key areas of business. BABS is aimed at students who wish to pursue other specialist pathways such as HRM, Enterprise, Tourism, Marketing or Accounting and Finance, which are only available within this programme, or wish to study a more diverse set of electives. It is also appropriate for students who are less sure of which aspect of business and management they wish to study on entry to the programme. The half award in Management is a focused specialist programme of study for students who wish to pursue a management career, and develop the necessary skills and knowledge in that field of study.

The programme aims to enable students to:

1. Study organisations, their management and the changing external environment in which they operate.
2. Develop their theoretical and critical knowledge of management as a discipline.
3. Develop their management skills and capabilities.
4. Identify and analyse business problems, and evaluate alternative solutions.
5. Study, analyse and critique complex theoretical debates, and apply to both work-based experience and case studies.
6. Prepare for a career in management.
7. Experience and reflect on working in an organisation, either through the placement experience or through organisation work prior to and during the course.
8. Contribute to society at large by enhancing life-long learning skills and personal development.
9. Access a learning opportunity that allows them to select a complementary area of study from another Field or Faculty.

Section 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 areas indicated below.

(A) Knowledge and understanding

Learning outcomes	Teaching, Learning and Assessment Strategies
<p>(A) Knowledge and understanding of: 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:</p> <ol style="list-style-type: none"> 1. The Global Business Environment 2. The use of accounting and the sources, uses and management of finance. 3. The nature of organisations, work and management. 4. The management and development of people 5. The management of resources and operations 6. The management of information systems and use of communication and information technology 7. Business policy and strategy 8. Quantitative methods for managerial applications. 	<p>Teaching/learning methods and strategies: <i>Knowledge and understanding is acquired through the compulsory modules at levels 1,2 and 3. Compulsory modules make a primary contribution to one or more knowledge and understanding outcomes as indicated below. . All modules use a range of learning approaches including lectures, seminars, workshops, group work, reflective practice, cases 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. The primary contributions of the compulsory modules are identified below:</i></p> <p><i>Acquisition of 1 is by the core modules the Global Business Context(L1), and Strategic Management (L3)</i></p> <p><i>Acquisition of 2 is by the core module Understanding Financial Information (L1).</i></p> <p><i>Acquisition of 3 is by the core modules Management and Organisational Behaviour (L1), Human Resource Management (L2), Developing Management Capabilities (L2), Organisational Studies (L2) Organisational Leadership (L3) and Strategic Management (L3).</i></p> <p><i>Acquisition of 4 is provided by the core modules Management and Organisational Behaviour (L1) Human Resource Management (L2), Developing management Capabilities (L2) and Managing Change (L3).</i></p> <p><i>Acquisition of 5 is provided by the core modules Understanding Financial Information (L1) and Strategic Management (L3)</i></p> <p><i>Acquisition of 6 is provided by the core modules Operations and Business Systems Management (L2)</i></p> <p><i>Acquisition of 7 is provided by the core modules Strategic Management (L3), Organisational Leadership (L3) and Managing Change (L3).</i></p> <p><i>Acquisition of 8 is provided by the core module</i></p>

<p>9. Business and management research</p>	<p><i>Understanding Financial Information (L1)</i></p> <p><i>Acquisition of 9 is provided by the core modules at levels 2 & 3.</i></p> <p><i>All modules use a range of learning approaches including lectures, seminars, workshops, group work, cases 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> <p>Assessment: <i>Testing of the knowledge base is through a range of formative and summative assessment methods including coursework (learning outcomes 1-10), oral presentation (learning outcomes 1-10), tasks undertaken under examination conditions (learning outcomes 1-10).</i></p>
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(B) Intellectual Skills

Learning outcomes

Teaching, learning and assessment strategies

<p>(B) Intellectual Skills On completion of the programme students will be able to:</p> <ol style="list-style-type: none"> 1. Gather and critically evaluate evidence and information from a range of sources. 2. Identify and analyse business problems in a range of contexts using appropriate concepts and frameworks. 3. Draw conclusions, develop judgements, create and evaluate alternative solutions and make decisions on their application. 4. Apply these skills in a range of complex and unpredictable contexts. 	<p>Teaching/learning methods and strategies</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 I.T. based activities.</i></p> <p>Assessment <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>
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(C) Subject, Professional and Practical Skills

Learning outcomes

Teaching, learning and assessment strategies

(C) Subject/Professional/Practical Skills	Teaching/learning methods and strategies
<p>On completion of the programme students will be able to:</p> <ol style="list-style-type: none"> 1. Carry out a business and management research programme 2. Write management reports 3. Contribute effectively to group projects and deliver Presentations 4. Select and use subject specific tools and techniques 	<p><i>1 is achieved through a range of research activities at levels 1, 2 and 3.</i></p> <p><i>2 is achieved in all core standard modules at levels 1, 2 and 3</i></p> <p><i>3 is achieved through Management and Organisational Behaviour at level 1, and Developing Management Capabilities at level 2.</i></p> <p><i>4 is achieved in all core standard modules at levels 1, 2 and 3</i></p> <p>Assessment</p> <p><i>Skill 1 is primarily assessed through written coursework</i></p> <p><i>Skill 2 is primarily assessed through coursework reports</i></p> <p><i>Skill 3 is primarily assessed through coursework seminar presentations</i></p> <p><i>Skill 4 is primarily assessed through course work reports and exercises and examinations in all modules</i></p>

(D)Transferable Skills and other attributes

Learning outcomes

Teaching, learning and assessment strategies

(D) Transferable skills and other attributes	Teaching/learning methods and strategies
<p>On completion of the programme students will be able to :</p> <ol style="list-style-type: none"> 1. Work effectively alone. 2. Work effectively in groups. 3. Present, discuss and defend ideas concepts and views through formal and informal written and spoken languages. 4. Extract, process and present numerical information for a given purpose. 5. Use information technology. 6. Manage own time and workload. 7. Take responsibility for own learning. 8. Reflect on own performance and respond positively to feedback. 9. Transfer knowledge and skills across different settings. 	<p><i>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.</i></p> <p><i>Skills 1, 2, 3, 4, 5, 6,7, 8 and 9 are developed in all core modules.</i></p> <p><i>Skill 2 is given particular emphasis in Management and Organisation Behaviour (L1)</i></p> <p><i>Skill 4 is given particular emphasis in Understanding Financial Information(L1)</i></p> <p><i>Skill 5 and its application pervades all modules.</i></p> <p><i>Skill 9 is given particular emphasis in Strategic Management (L3).</i></p> <p>Assessment</p> <p><i>Assessment of transferable skills is accomplished through a range of methods which include written individual and group coursework, peer assessment, tests, presentations, examinations.</i></p> <p><i>All skills are assessed in the core modules at level 3</i></p>

Section 4: Programme structure				
ENTRY ↓	level 1	Compulsory Modules UMSCBQ-20-1 Global Business Context*(L1, Existing, 20 Credits) UMOCA8-20-1 Management and Organisational Behaviour (L1, Existing, 20 credits) UMAC33-20-1 Understanding Financial Information (L1, Existing, 20 credits)	Optional modules No optional modules are available at level 1	Interim Awards: CertHE in Business and Credit requirements: 60 at the appropriate level
		Core modules None		
	level 2	Compulsory modules UMPCNM-20-2 Human Resource Management (L2,Existing , 20 Credits) UMCCMN-20-2 Organisation Studies (L2, Existing, 20 Credits) UMOCMP-20-2 Developing Management Capabilities (L2, New, 20 Credits)	Optional modules No Optional modules are available at level 2	Interim Awards: . DipHE in Business and Credit requirements: 120 at the appropriate level
		Core modules None		
	Year Out	There is an optional placement year.* Students taking the "sandwich" route undertake a work placement of at least 40 weeks in this year. Placement credits will be awarded for successful completion of the placement which are necessary for the sandwich award title. The assessment of the placement will include satisfactory completion of a portfolio of activities by the student.		

level 3	<p>Compulsory modules</p> <p>UMSCC3-20-3 Strategic Management (Level 3, Existing, 20 credits) UMOCMK-20-3 Organisational Leadership (L3, Existing, 20 Credits) UMOCAB-20-3 Managing Change (L3, Existing, 20 Credits)</p>	<p>Optional modules</p> <p>No Optional modules are available at level 3</p>	<p>Awards: Target/highest title: BA (Hons) Management and (SW) BA (Hons) Management and</p> <p>Default title: BA Management and</p> <p>Credit requirements BA (Hons): 180 credits at the appropriate levels BA: 150 - 170 credits at the appropriate levels</p>
	<p>Core modules</p> <p>None</p>		

→ **GRADUATION**

* Students wishing to undertake the placement year must have achieved at least 200 credits prior to placement of which at least 100 credits must be from the half award in Management.

For module structure diagram see **Appendix Four**

Section 5: Entry requirements

Entry at Level 1

GCSE in Maths and English (Grade C or higher)

And

Tariff points in range 200 -260 in any subject excluding General Studies.

Or

EDEXCEL Diploma (Final year): 6 merits or 4 distinctions and 2 Merits.

Or

Approved Access route

Or

Baccalaureate: EB: 66%-70% or IB: 24-28 points

Or

Irish Highers: BBB-BBBB

Entry at levels 2 and 3

The programme supports direct entry at levels 2 and 3 using AL and AEL processes where appropriate.

If English is not your first language, test results such as IELTS 6.0, TOEFL 570 (or 230 if computer test, NEAB or Cambridge Proficiency grade C are required.

Section 6: Assessment Regulations

a) MAR	Yes
b) Approved MAR variant (insert variant)	N/A
c) Non MAR	N/A

Section 7: Student learning: distinctive features and support

This programme is designed in support of the Teaching, Learning and Assessment Strategy of the Business School, which has five key strands. They are:

- The development of autonomous learners.
- Provision of learning opportunities, which are personally and professionally relevant and quality assured.
- The maintenance of a supportive learning environment.
- The promotion of the scholarship of teaching.
- The provision of continuing professional development opportunities for all staff within a culture of reflective practice.

CURRICULUM DESIGN CONTENT AND ORGANISATION

The half award is delivered within a modular scheme, which allows credit accumulation and flexibility in the student learning process. The BBS undergraduate provision is organised around 20 credit modules. Therefore, students on the half award study 3 modules at Levels 1 and 2, and 3. The modules are taught as 'long thin' modules. This means that they are taught across the whole of the academic year, teaching periods one and two, with examinations in teaching period three. 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.

Clearly in designing a half award in the broad field of Management care needs to be taken to ensure that an appropriate curriculum is provided whilst acknowledging that subject coverage may be more limited than in a single honours programme. The programme design uses modules that are also available in the BA (Hons) Business Studies Programme as it is felt that the students will benefit significantly from the depth of study in the modules selected. Care has also been taken to ensure that the curriculum acknowledges the half awards that it may partner with. These are; Business Decision Mathematics, Mathematics, Computing, Education, Environmental Science, Information Systems, Industrial Relations, Internet Technology, Politics, Sociology, Statistics, Early Childhood Studies, English, English as a foreign Language, Geography, Psychology and French. This will ensure that they are not studying similar material in terms of content on both half awards.

Level one provides students with a general management foundation to enable them to develop the skills and underpinning disciplinary areas for subsequent years of study. Level two focuses on both the key functional areas of management and in addition develops the students' practical management skills through the module Developing Management Capabilities. Level two further develops the knowledge of the discipline of management through the module Organisation Studies. Level three has been designed to integrate the academic knowledge gained in the first two years of study to enable students to gain a deep understanding of the inter-disciplinary nature of management. Students also study three specialised management modules, Managing Change, Organisational Leadership and Strategic Management. All modules at levels 1, 2 and 3 are compulsory to ensure that students have a deep knowledge and competency in both the discipline of management and the skills for management. The programme is of three years duration without a placement or four years in duration with a 40 week placement between levels 2 and 3. The programme does not offer a dissertation module (these are normally of a 40 credit value in the Faculty) but it is felt that the possible benefit of this is outweighed by the opportunity to study the partner half-award. Students who wish to undertake a fuller business and management curriculum or a dissertation may of course apply for one of the single honours programmes that are offered by the Faculty

Teaching contact is designed to reflect the change in students from dependent to interdependent through to independent learners. As such a typical level one module would be delivered through a lecture and a workshop each week. At level two you would expect to find a greater variation of delivery patterns with some fortnightly workshops, and structured student activities to support their learning. At level three there is a greater emphasis on independence and as such the patterns of delivery tend to reflect this through a smaller amount of workshop contact, but an increasing amount of individual supervision sessions. On some level three modules students are also expected to provide portfolios of their work and development throughout the year.

TEACHING, LEARNING AND ASSESSMENT

The teaching, learning and assessment strategy of Bristol Business School (and its collaborating faculties) encourages students to take responsibility for 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 learning and thus engender life long learning within a socially inclusive environment.

To achieve this a variety of learning approaches have been integrated throughout the programme with an overall emphasis on active student participation. Guided learning (including lectures, tutorials, seminars, workshops, visiting speakers, organisational visits, on-line and networked learning, electronic workshops and conferencing, case studies), group learning and independent learning are used throughout the programme with the level of independence increasing as the student moves from level one to level three. In the majority of modules at all levels teaching contact accounts for less than 25% of the student learning hours associated with the module.

Subject specific, professional and transferable skills are developed in skill-based sessions in identified modules i.e. spreadsheets in Understanding Financial Information, presentation skills, team work and negotiation in Management and Organisational Behaviour, research skills in Strategic Management. In other modules these skills may be practised further or assessed.

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. Group learning approaches also challenge students in a number of ways. 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.

All students on the “sandwich” route” undertake a work placement of at least 40 weeks in their placement year. This provides a rich learning experience during which students are presented with the challenges of undertaking a role in a business organisation, whilst being able to rely on the support of the Business School’s Placements Office. On completion of the placement, students return to the final year of the programme for a further period of reflection and learning. Students on this programme normally undertake a placement in a business organisation, relating to their area of interest, which further supports the development of their specialist knowledge and skills.

Assessment is an integral part of the teaching and learning process. The range of assessments indicated have been incorporated to:

- test the students' ability to integrate concepts theories and practice;
- ascertain their learning strengths and weaknesses and continuing development needs;
- expose students to a variety of assessment methods in order to promote the growth of their life-long learning skills.

The faculty supports the University modular assessment regulations (MAR) 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.

LEARNING RESOURCES

All modules have teaching/learning resource booklets and most have set texts. Additional support is provided through library and ICT facilities. Increasingly courses are supported by web based facilities. The current provision is through the learning resource web (LRW). This is to be replaced with blackboard, which is being piloted currently. Additional support for students can be found through the study skills on-line provision, which has been developed with the assistance of students to provide a useful and user-friendly resource.

STUDENT SUPPORT AND GUIDANCE

Student support is provided by academic staff, usually module leaders, for all issues relating to the content and delivery of the module. The Student Advice Centre provides timely, accurate and confidential advice where necessary and appropriate for the half award in business students, as well as where and how to access the support provided by the University. Additional support and guidance is provided by Programme Directors and Year Tutors who are also responsible for ensuring the collection of and response to student feedback using student representatives and Programme Management Committees.

The Business School Placements Office actively liaises with potential employers to secure appropriate placements for "sandwich" route students. It also provides extensive support for students in preparation for, as well as throughout, their industry placement period. Further support is provided through the UG administration team, the admissions office, the international office, the Students Union, the central university career service and the university's counselling provision. The international office has an international administrator dedicated to the international students. In addition, international students are provided with an additional induction week, and sent specific literature to assist with their study. Direct entry students are also provided with an additional induction day, and sent specific literature to assist with their study. All students have a formal induction week. The student induction process as well as socialising students to university life provides them with the information to access any support that they may require during their study at UWE. A student handbook documents this for students, as does the student advice centre website. There are a range of central services offered to students. These include; Centre for Student Affairs, information technology services, student accommodation, sports facilities, student union services, the Chaplaincy and the Centre for Performing Arts.

Section 8 Reference points/benchmarks

Four key influences have informed the design of this award:

1. The University's mission statement
2. Monitoring and evaluation of the current Business School provision of undergraduate Business and Management awards – BA Hons Business Studies (BABS), BA Hons Business Administration (BABA), BA Hons Business Studies and BA Hons Business Administration with Tourism (BABST and BABAT), BA Hons International Business Studies (BAIBS), BA Hons International Business with Modern Languages (BAIBML), BA Hons Marketing (BAM), BA Hons Management with Information Systems (BAMIS), BA Hons Business studies and BA Hons Business Administration by part-time study.
3. The QAA general business and management benchmark statements
4. The SEEC (Southern England Consortium for Credit Accumulation and Transfer) Credit Level Descriptors 2001

1. The University's Mission Statement

This award reflects the spirit of the university's mission to "advance an inclusive, civilised and democratic society and its enrichment through education, research, consultancy and public service." (www.uwe.ac.uk/vision) The award meets the university's stated aspirations of:

Promoting educational opportunity, - through entry onto the programme and also the encouragement of AL, AEL and ACE processes where appropriate.

Exciting and enabling students to shape and enjoy a first class educational and social experience which enlarges the mind, - through the academic content of the modules as well as providing the opportunity to spend a year on a work placement and reflecting on previous and current work experience.

Command an exceptionally high reputation amongst employers, - through both the work placement (where applicable) and through the achievements of graduate degree classifications from the BABA award, students are well placed for management and professional positions on graduation.

Emphasise the importance of values, the pursuit and utility of knowledge, and the advancement of culture, - through specific academic input at levels 1,2 and 3 and the resources here in Bristol.

2. The outcomes of monitoring and evaluation of current business and management undergraduate provision in the Business School

Following a review of the current undergraduate business and management portfolio it was agreed that whilst we currently offer the general awards of BA (Hons) Business Studies and BA (Hons) Business Administration our provision would be enhanced by offering a further general programme with a clearly defined and focused curriculum for students wishing to pursue a career in management. The BSc (Hons) Management is designed to provide academic knowledge in the area of business and management and to enhance students' management skills. This programme offers a focused and complimentary alternative to the current general programmes. The half award in Management is logical development and aims to enhance the provision of half awards across the university.

3.The QAA general business and management benchmark statements

The proposed award responds to the requirements of the QAA subject benchmarking. It is recognised that some choices must be made between alternative curriculum areas in order to meet the constraints of a 180 credit half award. (Please see appendices 1 and 2 for details).

4. The SEEC (Southern England Consortium for Credit Accumulation and Transfer) Credit Level Descriptors 2001

The proposed award, in common with all undergraduate provision in the Business School conforms with the credit level descriptors (Please refer to appendix 3)

Appendix 1

Extracts from QAA General Business and Management QAA Benchmark Statements

Key sections from the benchmark statements are summarised below. This framework will inform the development of new awards, award collaborations and serviced out modules. There are separate benchmark statements for Accounting.

The purpose of general business and management programmes, as expressed in the benchmarks, is three fold:

- the study of organisations, their management and the changing external environment in which they operate,
- preparation for and development of a career in business and management,
- enhancement of lifelong learning skills and personal development to contribute to society at large.

The benchmarks define the relevant knowledge and understanding fairly fully whilst leaving room for local interpretation.

Inter-relationships among and integration of key areas of knowledge are emphasised and three overarching areas are identified and defined:

Organisations – this encompasses the internal aspects, functions and processes of organisations including their diverse nature, purposes, structures, governance, operations and management, together with the individual and corporate behaviours and cultures which exist within and between organisations and their influence upon the external environment

External environment – this encompasses a wide range of factors, including economic, environmental, ethical, legal, political, sociological, and technological, together with their effects at local, national, and international levels upon the strategy behaviour and management of organisations

Management – this encompasses the various processes, procedures and practices for effective management of organisations. It includes theories, models, frameworks, tasks and roles of management together with rational analysis and other processes of decision making within organisations and in relation to the external environment

Within these three main areas it is expected that graduates will also be able to demonstrate knowledge and understanding of the following:

- **Markets** – the development and operation of markets for resources, goods and services
- **Customers** – customer expectations, service and orientation
- **Finance** – the sources, uses and management of finance; the use of accounting and other information systems for managerial applications
- **People** – the management and development of people within organisations
- **Operations** – the management of resources and operations
- **Information Systems** – the development, management, and exploitation of information systems and their impact on organisations
- **Communication and Information Technology** – the comprehension and use of relevant communication and information technologies for application in business and management
- **Business Policy and Strategy** – the development of appropriate policies and strategies within an changing environment to meet stakeholder interests
- **Contemporary and Pervasive Issues** – a range of contemporary and pervasive issues is expected to be addressed. These may change within the lifetime of these benchmark standards but the following are illustrative examples: business innovation, e-commerce, creativity and enterprise, knowledge management, sustainability, globalisation, business ethics, values and norms.

Graduates are expected to be able to demonstrate a range of cognitive and intellectual skills together with techniques specific to business and management. They should also demonstrate relevant personal and interpersonal skills. These include:

- **Cognitive skills** of critical thinking, analysis and synthesis. This includes the capability to identify assumptions, evaluate statements in terms of evidence, to detect false logic or reasoning, to identify implicit values, to define terms adequately and generalise appropriately

- **Effective problem solving and decision making** using appropriate qualitative and quantitative skills including identifying, formulating and solving business problems. The ability to create, evaluate and assess a range of options together with the capacity to apply ideas and knowledge to a range of situations
- **Effective communication**, oral and in writing, using a range of media which are widely used in business for example, the preparation and presentation of business reports
- **Numeracy and quantitative skills** including data analysis, interpretation and extrapolation. The use of models of business problems and phenomena
- **Effective use of Communication and Information Technology (CIT)** for business applications
- **Effective self-management** in terms of time, planning and behaviour. Motivation, self-starting, individual initiative and enterprise
- **Learning to learn** and developing an appetite for learning; reflective, adaptive and collaborative learning
- **Self awareness, openness and sensitivity to diversity** in terms of people cultures, business and management issues
- **Effective performance within a team environment** including: leadership, team building, influencing and project management skills
 - **Interpersonal skills** of effective listening, negotiating, persuasion and presentation.
- **Abilities to conduct research** into business and management issues either individually or as part of a team for projects/dissertations/presentations. This requires familiarity with a range of business data, research sources and appropriate methodologies and for such to inform the overall learning process.

Appendix 2

QAA National Qualifications Framework: a brief guide to academic qualifications

The higher education qualifications awarded by universities and colleges in England, Wales and Northern Ireland are at five levels. In ascending order, these are the Certificate, Intermediate, Honours, Masters and Doctoral levels.

Certificate level

The holder of a Certificate of Higher Education will have a sound knowledge of the basic concepts of a subject, and will have learned how to take different approaches to solving problems. He or she will be able to communicate accurately, and will have the qualities needed for employment requiring the exercise of some personal responsibility.

The Certificate may be a first step towards obtaining higher level qualifications.

Intermediate level

Holders of qualifications at this level will have developed a sound understanding of the principles in their field of study, and will have learned to apply those principles more widely. Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems. Their studies may well have had a vocational orientation, enabling them to perform effectively in their chosen field. They will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

The intermediate level includes ordinary (non-Honours) degrees, the Foundation degree, Diplomas of Higher Education, and other higher diplomas.

Honours level

An Honours graduate will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline. Through this, the graduate will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. The graduate will be able to evaluate evidence, arguments and assumptions, to reach sound judgements, and to communicate effectively. An Honours graduate should have the qualities

needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.

Masters level

Much of the study undertaken at Masters level will have been at, or informed by, the forefront of an academic or professional discipline. Students will have shown originality in the application of knowledge, and they will understand how the boundaries of knowledge are advanced through research. They will be able to deal with complex issues both systematically and creatively, and they will show originality in tackling and solving problems. They will have the qualities needed for employment in circumstances requiring sound judgement, personal responsibility and initiative, in complex and unpredictable professional environments.

Doctoral level

Doctorates are awarded for the creation and interpretation of knowledge, which extends the forefront of a discipline, usually through original research. Holders of doctorates will be able to conceptualise, design and implement projects for the generation of significant new knowledge and/or understanding. Holders of doctorates will have the qualities needed for employment requiring the ability to make informed judgements on complex issues in specialist fields, and innovation in tackling and solving problems.

Qualification nomenclature

Public understanding of the achievements represented by higher education qualifications requires a consistent use of qualification titles. The following guidelines are designed to assist institutions in achieving consistency in the ways in which qualification titles convey information about the level, nature and subjects of study.

Subject

- Qualification titles that reflect the subject focus of programmes of study in two disciplines (e.g. a joint Honours award) should consider nomenclatures based on:
 - 'A and B', where there is an approximately equal balance between two components;
 - 'A with B' for a minor/minor combination where the minor subject accounts for at least a quarter of the programme.
- Qualification titles should not normally reflect more than three subject components. Where there are more than three significant components, the title 'Combined Studies' would be appropriate.

Appendix 3

SEEC Southern England Consortium for Credit Accumulation and Transfer Credit Level Descriptors 2001

Level 4: HE Level 1

Development of Knowledge and Understanding (subject specific)

The Learner:

- **Knowledge base:** has a given factual and/or conceptual knowledge base with emphasis on the nature of the field of study and appropriate terminology;
- **Ethical issues:** can demonstrate awareness of ethical issues in current areas of study and is able to discuss these in relation to personal beliefs and values.

Cognitive/Intellectual skills (generic)

The Learner:

- **Analysis:** can analyse with guidance using given classifications/principles
- **Synthesis:** can collect and categorise ideas and information in a predictable and standard format
- **Evaluation:** can evaluate the reliability of data using defined techniques and/or tutor guidance
- **Application:** can apply given tools/methods accurately and carefully to a well defined problem and begin to appreciate the complexity of the issues

Key/transferable skills (generic)

The Learner:

- **Group working:** can work effectively with others as a member of a group and meet obligations to others (for example, tutors, peers, and colleagues)
- **Learning resources:** can work within an appropriate ethos and can use and access a range of learning resources
- **Self evaluation:** can evaluate own strengths and weakness within criteria largely set by others
- **Management of information:** can manage information, collect appropriate data from a range of sources and undertake simple research tasks with external guidance
- **Autonomy:** can take responsibility for own learning with appropriate support
- **Communications:** can communicate effectively in a format appropriate to the discipline(s) and report practical procedures in a clear and concise manner
- **Problem solving:** can apply given tools/methods accurately and carefully to a well defined problem and begin to appreciate the complexity of the issues in the discipline

Practical skills (subject specific)

The Learner:

- **Application:** can operate in predictable, defined contexts that require use of a specified range of standard techniques
- **Autonomy in skill use:** is able to act with limited autonomy, under direction or supervision, within defined guidelines

Level 5: HE Level 2

Development of Knowledge and Understanding (subject specific)

The Learner:

- **Knowledge base:** has a detailed knowledge of major theories of the discipline(s) and an awareness of a variety of ideas, contexts and frameworks
- **Ethical issues:** is aware of the wider social and environmental implications of area(s) of study and is able to debate issues in relation to more general ethical perspectives

Cognitive/Intellectual skills (generic)

The Learner:

- **Analysis:** can analyse a range of information with minimum guidance using given classifications/principles and can compare alternative methods and techniques for obtaining data
- **Synthesis:** can reformat a range of ideas and information towards a given purpose
- **Evaluation:** can select appropriate techniques of evaluation and can evaluate the relevance and significance of the data collected
- **Application:** can identify key elements of problems and choose appropriate methods for their resolution in a considered manner

Key/transferable skills (generic)

The Learner:

- **Group working:** can interact effectively within a team / learning group, giving and receiving information and ideas and modifying responses where appropriate
- **Learning resources:** can manage learning using resources for the discipline. Can develop working relationships of a professional nature within the discipline(s)
- **Self evaluation:** can evaluate own strengths and weakness, challenge received opinion and develop own criteria and judgement
- **Management of information:** can manage information; can select appropriate data from a range of sources and develop appropriate research strategies
- **Autonomy:** can take responsibility for own learning with minimum direction
- **Communications:** can communicate effectively in a manner appropriate to the discipline(s) and report practical procedures in a clear and concise manner in a variety of formats
- **Problem-solving:** can identify key areas of problems and choose appropriate tools / methods for their resolution in a considered manner

Practical skills (subject specific)

The Learner:

- **Application of skills:** can operate in situations of varying complexity and predictability requiring application of a wide range of techniques
- **Autonomy in skill use:** able to act with increasing autonomy, with reduced need for supervision and direction, within defined guidelines

Level 6: HE Level 3

Development of Knowledge and Understanding (subject specific)

The Learner:

- **Knowledge base:** has a comprehensive/detailed knowledge of a major discipline(s), with areas of specialisation in depth, and an awareness of the provisional nature of knowledge
- **Ethical issues:** is aware of personal responsibility and professional codes of conduct and can incorporate a critical ethical dimension into a major piece of work

Cognitive/Intellectual skills (generic)

The Learner:

- **Analysis:** can analyse new and/or abstract data and situations without guidance, using a range of techniques appropriate to the subject
- **Synthesis:** with minimum guidance can transform abstract data and concepts towards a given purpose and design novel solutions
- **Evaluation:** can critically evaluate evidence to support conclusions/recommendations, reviewing its reliability, validity and significance. Can investigate contradictory information/identify reasons for contradictions
- **Application:** is confident and flexible in identifying and defining complex problems and can apply appropriate knowledge and skills to their solution

Key/transferable skills (generic)

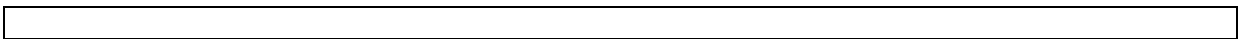
The Learner:

- **Group working:** can interact effectively within a team / learning / professional group, recognise, support or be proactive in leadership, negotiate in a professional context and manage conflict
- **Learning resources:** with minimum guidance can manage own learning using full range of resources for the discipline(s). Can work professionally within the discipline
- **Self-evaluation:** is confident in application of own criteria of judgement and can challenge received opinion and reflect on action. Can seek and make use of feedback
- **Information management:** can select and manage information, competently undertaking reasonably straight-forward research tasks with minimum guidance
- **Autonomy:** can take responsibility for own work and can criticise it
- **Communications:** can engage effectively in debate in a professional manner and produce detailed and coherent project reports
- **Problem solving:** is confident and flexible in identifying and defining complex problems and the application of appropriate knowledge, tools / methods to their solution

Practical skills (subject specific)

The Learner:

- **Application of skills:** can operate in complex and unpredictable contexts, requiring selection and application from a wide range of innovative or standard techniques
- **Autonomy in skill use:** able to act autonomously, with minimal supervision or direction, within agreed guidelines



Appendix Four

Half Award in Management 2006-

Level 3

Organisational Leadership UMOCMK-20-3	Strategic Management UMSCC3-20-3	Managing Change UMOCAB-20-3
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Level 2P

Work Placement

Level 2

Human Resource Management UMPCNM-20-2	Developing Management Capabilities UMOCMP-20-2	Organisation Studies UMCCMN-20-2
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Level 1

Global Business Context UMSCBQ-20-1	Understanding Financial Information UMAC33-20-1	Management and Organisational Behaviour UMOCA8-20-1
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It should be noted that all the modules at levels 1, 2 and 3 are compulsory for students studying the half award.

Programme Specification Status and Further Information

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. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.

Additional sources of information can be found in the student prospectus, the student handbook, the programme specific definitive document, the BBS modular options booklet and the QAA student handbook.