

## Section 1: Basic Data

<b>Awarding institution/body</b>	University of the West of England
<b>Teaching institution</b>	University of the West of England
<b>Delivery Locations(s)</b>	UWE Frenchay, University Centre Yeovil, Yeovil College
<b>Faculty responsible for programme</b>	Faculty of Business & Law
<b>Modular Scheme Title</b>	Undergraduate Business Modular Scheme
<b>Professional Statutory or Regulatory Body Links</b>	N/A
<b>Highest award title</b>	BA (Hons) Business Management Practice
<b>Default award title</b>	N/A
<b>Interim award title</b>	BA Business Management Practice DipHE Business Management Practice
<b>Mode(s) of Delivery</b>	<b>Part-time</b>
<b>UCAS code</b>	<b>JACS code</b>
<b>ISIS code</b> N102 UWE SW-N102, UWE DL –N10263, Yeovil FT-N10H, Yeovil DL-N10H63	<b>HESA code</b>
<b>Relevant QAA subject benchmarking group(s)</b>	General Business and Management
<b>On-going/valid until</b>	On-going
<b>Valid from (insert date if appropriate)</b>	1 <sup>st</sup> September 2011
<b>Original Validation Date:</b> May 2011	
<b>Latest Committee Approval...</b>	<b>Date:...</b>
<b>Version Code 1</b>	

## Section 2: Educational Aims of the Programme

The BA (Hons) Business Management Practice is a Work Based Learning (WBL) programme that seeks to consolidate, and to build upon, students prior learning of business and management theories and concepts and to further develop management skills to enable students to apply knowledge and skills to their current and future business environments.

The design of the programme balances intellectual and practical skills and requires students to learn not only in formal classroom settings but through work. Learning and work are closely interlinked, however, the approach is not prescriptive as it is recognised that different workplaces will provide different opportunities to relate learning and skills.

The programme is aimed at students who are employed or in a recognised relationship with an external organisation/employer. Work based learners may be undertaking paid or unpaid work in various forms included traditional employment (full time or part time), self employment, entrepreneurial activity or voluntary forms of engagement. The key is that students are provided with structured opportunities in the programme to relate learning to the workplace and work is seen as the vehicle through which the curriculum is critically explored.

The proposed programme has been designed to enable students to further develop professional skills within a specified discipline, such as leadership, marketing or finance, which are relevant to their employment practice. The programme combines work-based modules and subject-specific modules in order to enhance students' commercial awareness, their professional experience of a specific industry and to critically analyse subjects in relation to their application in the workplace.

The programme places emphasis on the development of knowledge and skills to meet the needs of business and students will be required to work in partnership with their employer to relate knowledge and skills to the business context and in the management of their own learning.

On completion of the BA (Hons) Business Management Practice Successful students will be able to:

- build on the transferable skills developed during the Foundation degree (or equivalent qualification) such as critical evaluation, time management, presentation and IT skills;
- understand notions of how strategy can be used to analyse the behaviour and objectives of organisations;
- understand the main methods of enquiry used by business with the ability to critically evaluate the appropriateness of different approaches to solving problems and apply these in the work context
- undertake a work-based learning project related to their specific industry which will equip them with project management and decision-making skills;
- combine practical work experience (be it paid part-time work or a formal volunteer role) with academic reflection and critical analysis
- be aware of the limits of their knowledge and how this influences analyses and interpretations based on their knowledge of business concepts and their application in a work context
- suggest and explore the limits and possibilities of solutions to problems that arise in the workplace by carrying out enquiry-based activities
- take a reflective approach to their studies, continuously evaluating and reflecting upon their personal skills.
- be effective in the management of their professional and personal development and future employability.

The programme aims to provide a route to final year BA (Honours) level study via flexible points of entry to students with a diverse range of academic and vocational qualification backgrounds including those who would not traditionally enter Higher Education, for example those following NVQ programmes and those without formal academic qualifications, therefore widening participation.

Recognition is given to the knowledge, skills and understanding that an applicant may have already developed through work and work related qualifications. The entry qualifications reflect this, enabling students with practical experience of management who join the course to be viewed equivalent to those with more traditional entry qualifications.

## Section 3: Learning outcomes of the programme

### (A) Knowledge and understanding

Knowledge and understanding of:	Teaching/learning methods and strategies
<p><i>On completion of the programme students will have knowledge and understanding of:</i></p> <p>1. Business organisations, how they are managed and the dynamic business environment in which they operate.</p> <p>2. The nature of markets and customers and the role of marketing</p> <p>3. The techniques and analytical tools used in the preparation of financial and management accounting information to assist planning, control and decision making</p> <p>4. The use of a range of quantitative and qualitative techniques and tools to contribute to the planning, control and decision making process.</p> <p>5. The nature of organisations and the effective use of human resources by organisations in achieving organisational goals</p>	<p><i>Knowledge and understanding is acquired through the programme at levels 2 and 3. The modules at Level 2 &amp; 3 provide development and an analytical approach to business and management.</i></p> <p>The primary contributions of the modules are identified below:</p> <p>Acquisition of 1 is through the following modules; Experience in the Workplace L2, UMOCSS-20-2), The Practice of Operations Management, L2, (UMMD45-20-2), Contemporary Issues in Organisational Practice L3, (UMOCYX-20 -3), Enquiry into the Workplace, L3 ( UMOD3F-40-3)</p> <p>Acquisition of 2 is through the following modules; Principles of Marketing L2, (UMKCSW-20-2), Experience in the Workplace modules L2,(UMOCSS-20-2), Approaches to Investigation &amp; Enquiry, L3, (UMOCYY-20-3),</p> <p>Acquisition of 3 is through the following modules; Financial Information &amp; Decision Making, L2, (UMACST-20-2),</p> <p>Acquisition of 4 is through the following modules; Principles of Marketing L2, (UMKCSW-20-2), Experience in the Workplace, L2, (UMOCSS-20-2), Approaches to Investigation &amp; Enquiry, L3,(UMOCYY-20-3), Personal &amp; Professional Development, L3, (UMOD3N-20-3)</p> <p>Acquisition of 5 is through the following modules; Managing People. L2 (UMPCQJ-20-2), ) Experience in the Workplace, L2, (UMOCSS-20-2, The Practice of Operations Management, L2, (UMMD45-20-2), Contemporary Issues in Organisational Practice L3, (UMOCYX- 20 -3),</p>

<p>6. The management of resources and operations</p> <p>7. The key features of effective information systems and use of communications technology within an organisation, their purpose, operation and management</p> <p>8. The different legal and ethical frameworks that need to be considered in business</p> <p>9. The relationship between the organisation and the domestic and global economy</p> <p>10. Work-based business and management research</p>	<p>Acquisition of 6 is through the following modules; The Practice of Operations Management, L2,(UMMD45-20-2) Experience in the Workplace (L2, UMOCSS-20-2), Financial Information &amp; Decision Making, L2, (UMACST-20-2), Contemporary Issues in Organisational Practice L3, (UMOCYX-20-3),</p> <p>Acquisition of 7 is through the following modules; Principles of Marketing ,L2, (UMKCSW-20-2), The Practice of Operations Management L2,(UMMD45-20-2) Experience in the Workplace L2, (UMOCSS-20-2), Contemporary Issues in Organisational Practice L3, (UMOCYX-20-3),</p> <p>Acquisition of 8 is through the following modules; Managing People, L2, (UMPCQJ-20-2),Principles of Marketing, L2, (UMKCSW-20-2), Contemporary Issues in Organisational Practice L3, (UMOCYX-20-3), Enquiry into the Workplace, L3, (UMOD3F-40-3),</p> <p>Acquisition of 9 is through the following modules; Principles of Marketing L2, (UMKCSW-20-2), Experience in the Workplace L2, (UMOCSS-20-2), Advanced Management, L2 (UMOCS3-20-2) Contemporary Issues in Organisational Practice L3, (UMOCYX-20-3, Approaches to Investigation &amp; Enquiry, L3 (UMOCYY-20-3)</p> <p>Acquisition of 10 is through the following modules: Experience in the Workplace L2,(UMOCSS-20-2), Enquiry into the Workplace, L3, (UMOD3F-40-3), Approaches to Investigation &amp; Enquiry, L3 (UMOCYY-20-3), Advanced Professional Development, L3, (UMOD3N-20-3)</p> <p>All taught modules use a range of learning approaches including lectures, workshops, group work, individual research, case studies and exercises. Within the specific <i>Work-Based Learning Modules</i> there is an emphasis on experiential learning and investigation of business practice that enables students to relate their work place experience to models and business theory.</p>
<p><b>Assessment</b> Testing of the knowledge base is through a range of formative and summative assessment approaches including coursework (learning outcomes 1–9), oral presentation (learning outcomes 1–9), tasks undertaken under examination conditions (learning outcomes 1–10), and Work-based project/dissertation (10). Employers are encouraged to contribute to the formative assessment where appropriate.</p>	

## (B) Intellectual Skills

Intellectual Skills	Teaching/learning methods and strategies
<p><i>On completion of the programme students will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Apply appropriate concepts, business models and analytical techniques to problems and issues arising from both familiar (routine) unfamiliar (new) and work-based situations.</li> <li>2. Gather, analyse and critically evaluate evidence and information from a range of sources.</li> <li>3. Use both quantitative and qualitative data to assist with problem solving</li> <li>4. Identify, consider and analyse business and marketing problems from a range of different stakeholder perspectives using appropriate concepts and frameworks</li> <li>5. Apply skills of evaluating the business situation, identifying problems and recommending solutions for a range of routine and complex contexts</li> </ol>	<p>Intellectual skills are developed at levels 2 and 3 through a range of learning approaches including case studies of business situations, workshop discussions, group and individual tasks, and Work-based learning activities and tasks.</p> <p>Skill 1 is developed throughout the programme with particular emphasis in the WBL modules</p> <p>Skill 2 is particularly developed in the following modules; Principles of Marketing, L2, (UMKCSW-20-2), Approaches to Investigation &amp; Enquiry, L3 (UMOCYY-20-3)</p> <p>Skill 3 is particularly developed in the following modules; Principles of Marketing, L2,(UMKCSW-20-2), Enquiry into the Workplace, L3, ( UMOD3F-40-3), Experience in the Workplace L2, (UMOCSS-20-2),</p> <p>Skill 4 is particularly developed in the following modules; Managing People, L2,(UMPCQJ-20-2), Principles of Marketing, L2,( UMKCSW-20-2), The Practice of Operations Management L2,(UMMD45-20-2), Contemporary Issues in Organisational Practice L3, (UMOCYX- 20 -3),</p> <p>Skill 5 is particularly developed in the following modules; The Practice of Operations Management L2,(UMMD45-20-2), Experience in the Workplace L2, (UMOCSS-20-2), Enquiry into the Workplace. L3, UMOD3F-40-3),</p> <p><b>Feedback</b> is provided on a regular basis both informally through discussion and by written comments and the incorporation of employer feedback. Students are required to continuously reflect on their learning and to carry out a self analysis of their knowledge and skills 'gaps' identifying support needs where necessary.</p>
<p><b>Assessment</b> A variety of formative and summative assessment methods are used to demonstrate the acquisition of intellectual skills. These include; business reports, financial, management accounting and statistical analyses of data, group discussions, exams, case studies, interviews by a panel, verbal presentations, learning diaries and the Personal Development modules.</p>	

**(C) Subject, Professional and Practical Skills**

Subject/Professional/Practical Skills	Teaching/learning methods and strategies
<p><i>On completion of the programme, students will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Present information in a variety of forms appropriate to a business setting including verbal presentations, management reports and interviews with a panel.</li> <li>2. Deliver presentations to show effective contribution to group projects and problem solving</li> <li>3. Carry out research</li> <li>4. Use information technology to assist with obtaining information, summarising data and presenting findings</li> <li>5. Analyse and interpret quantitative and qualitative data</li> <li>6. Select and use subject specific tools and techniques</li> </ol>	<p>Subject/Professional/Practical Skills are developed at levels 2 and 3 through a range of learning approaches including case studies of business situations, workshop discussions, group and individual tasks, and Work-based learning activities and tasks.</p> <p>Skill 1 is developed <i>throughout the programme</i> with particular emphasis in the Experience in the Workplace modules, L2, (UMOCSS-20-2), Enquiry into the Workplace. L3, UMOD3F-40-3)</p> <p>Skill 2 is particularly developed in the following modules; Principles of Marketing, L2, (UMKCSW-20-2), The Practice of Operations Management L2,(UMMD45-20-2), Advanced Professional Development, L3, (UMOD3N-20-3).</p> <p>Skill 3 is particularly developed in the following modules; Principles of Marketing, L2, (UMKCSW-20-2), Experience in the Workplace modules L2, (UMOCSS-20-2), Approaches to Investigation &amp; Enquiry, L3, (UMOCYY-20-3) Enquiry into the Workplace. L3, (UMOD3F-40-3)</p> <p>Skill 4 is particularly developed in the following modules; Experience in the Workplace modules L2, (UMOCSS-20-2), Advanced Management, L2, (UMOCS3-20-2), Approaches to Investigation &amp; Enquiry, L3, (UMOCYY-20-3) Enquiry into the Workplace. L3, UMOD3F-40-3)</p> <p>Skill 5 is particularly developed in the following modules; Principles of Marketing L2, (UMKCSW-20-2), Experience in the Workplace modules L2, (UMOCSS-20-2), Contemporary Issues in Organisational Practice, L3, (UMOCYX-20-3), Approaches to Investigation &amp; Enquiry, L3, (UMOCYY-20-3) Enquiry into the Workplace. L3, (UMOD3F-40-3)</p> <p>Skill 6 is particularly developed in the following modules; Principles of Marketing,L2, (UMKCSW-20-2) Experience in the Workplace modules L2, (UMOCSS-20-2), Approaches to Investigation &amp; Enquiry, L3, (UMOCYY-20-3) Enquiry into the Workplace. L3, UMOD3F-40-3)</p>

7. Demonstrate awareness of legal and ethical considerations in proposing solutions for problems	Skill 7 is particularly developed in the following modules; Managing People, L2, (UMPCQJ-20-2), Experience in the Workplace modules L2, (UMOCSS-20-2) Contemporary Issues in Organisational Practice, L3, (UMOCYX-20-3)
<p><b>Assessment</b></p> <p><b>Skill 1</b> is primarily assessed by preparation and presentation of a verbal and/or written coursework reports and work-based management reports and panel interviews</p> <p><b>Skill 2</b> is primarily assessed through case studies, group presentations of information and group reports</p> <p><b>Skill 3</b> is primarily assessed through individual reports and verbal presentations</p> <p><b>Skill 4</b> is primarily assessed through individual and group reports and verbal presentations</p> <p><b>Skill 5</b> is primarily assessed through formal examination and analysis of real business data for coursework and work-based management reports</p> <p><b>Skill 6</b> is primarily assessed through case studies, examination and work-based portfolios</p> <p><b>Skill 7</b> is primarily assessed through case studies, examination and work-based portfolios.</p>	

**(D) Transferable Skills and other attributes**

<b>Transferable skills and other attributes</b>	<b>Teaching/learning methods and strategies</b>
<p><i>On completion of the programme students will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Work effectively alone</li> <li>2. Work effectively in groups</li> <li>3. Present, discuss and defend ideas, concepts and views through formal and informal verbal and written means</li> <li>4. Process numerical information competently and present findings in an appropriate way to meet the needs of the intended user</li> <li>5. Use information technology</li> <li>6. Plan and manage time effectively to achieve objectives and meet deadlines</li> <li>7. Take responsibility for own learning</li> <li>8. Reflect on own performance and that of others and provide, and respond positively to, constructive feedback</li> </ol>	<p>Transferable skills are developed through an integrated programme of learning which is built into all of the modules at level 2 and level 3</p> <p>Skills 1, 2, 3, 6, 7, 8 and 9 are developed in all modules and have particular emphasis in work based learning modules.</p> <p>Skill 4 relates particularly to the following modules; Financial Information and Decision-making, L2 (UMACST-20-2), Approaches to Investigation &amp; Enquiry, L3, (UMOCYY-20-3) Enquiry into the Workplace. L3, UMOD3F-40-3).</p> <p>Skill 5 is a component skill throughout the modules and has particular relevance to the investigative modules and module requiring PowerPoint presentations. Principles of Marketing, L2, (UMKCSW-20-2), The Practice of Operations Management L2,(UMMD45-20-2),</p>

9. Transfer skills and knowledge across different settings and Work-based contexts	
<b>Assessment</b> Assessment of transferable skills is accomplished through a range of methods which include written individual and group coursework and verbal presentations, Work-based management reports, peer assessment, employer assessment and involvement on panels and as 'mentors' for work related projects and assignments, portfolios, self-assessment, examinations and case studies.	



**BA (Hons) Business Management Practice: Module Map**

LEARNING OUTCOMES		REQUIRED MODULES LEVEL 2						REQUIRED MODULES LEVEL 3			
		UMPCQJ-20-2	UMKCSW-20-2	UMACST-20-2	UMMD45--20-2	UMOCS3-20-2	UMOCSS-20-2	UMOCYX-20-3	UMOCYY-20-3	UMOD3N-20-3	UMOD3F-40-3
<b>SECTION A KNOWLEDGE AND UNDERSTANDING OF:</b>	BUSINESS ORGANISATIONS – <i>how they are managed and the dynamic business environment in which they operate.</i>				✓		✓	✓			✓
	MARKETS AND CUSTOMERS – <i>the nature of markets and customers and the role of marketing.</i>		✓				✓				
	TECHNIQUES AND ANALYTICAL TOOLS: <i>used in the preparation of financial and management accounting information to assist planning control and decision making.</i>			✓							
	QUANTITATIVE AND QUALITATIVE TECHNIQUES – <i>the use of a range of tools to contribute to the planning, control and decision making process.</i>		✓				✓		✓	✓	
	NATURE OF ORGANISATIONS – <i>the effective use of human resources by organisations in achieving organisational goals.</i>	✓			✓		✓	✓			
	MANAGEMENT OF RESOURCES AND OPERATIONS.			✓	✓		✓	✓			
	INFORMATION SYSTEMS – <i>the key features of effective information systems and use of communications technology within an organisation, their purpose, operation and management.</i>		✓		✓		✓	✓			
	LEGAL AND ETHICAL FRAMEWORKS – <i>the different legal and ethical frameworks that need to be considered in business.</i>	✓	✓					✓			✓
	DOMESTIC AND GLOBAL ECONOMY – <i>the relationship between the organisation and the domestic and global economy.</i>		✓			✓		✓	✓		
	WORK BASED AND MANAGEMENT RESEARCH.					✓			✓	✓	✓

**BA (Hons) Business Management Practice: Module Map - Continued**

LEARNING OUTCOMES		REQUIRED MODULES LEVEL 2						REQUIRED MODULES LEVEL 3			
		UMPCQJ-20-2	UMKCSW-20-2	UMACST-20-2	UMMD45--20-2	UMOCS3-20-2	UMOCSS-20-2	UMOCYX-20-3	UMOCYY-20-3	UMOD3N-20-3	UMOD3F-40-3
<b>SECTION B INTELLECTUAL SKILLS:</b>	CONCEPTS, BUSINESS MODELS AND ANALYTICAL TECHNIQUES – <i>apply concepts, business models and analytical techniques to problems and issues arising from familiar and new work based situations</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	GATHER, ANALYSE AND CRITICALLY EVALUATE EVIDENCE AND INFORMATION – <i>from a range of sources</i>		✓						✓		
	USE QUANTITATIVE AND QUALITATIVE DATA – <i>to assist with problem solving</i>		✓				✓				✓
	IDENTIFY, CONSIDER AND ANALYSE BUSINESS AND MARKETING PROBLEMS – <i>from a range of different stakeholder perspectives using appropriate concepts and frameworks</i>	✓	✓	✓	✓			✓			
	APPLY SKILLS OF EVALUATING THE BUSINESS SITUATION – <i>identifying problems and recommending solutions for a range of routine and complex contexts.</i>				✓		✓				✓
<b>SECTION C SUBJECT, PROFESSIONAL, PRACTICAL SKILLS:</b>	PRESENT INFORMATION – <i>in a variety of forms appropriate to a business setting including verbal presentations, management reports and interview panels</i>						✓		✓		✓
	DELIVER PRESENTATIONS – <i>to show effective contribution to group projects and problem solving</i>		✓		✓					✓	
	CARRY OUT RESEARCH		✓				✓		✓		✓
	INFORMATION TECHNOLOGY – <i>use information technology to assist with obtaining information, summarising data and presenting findings</i>		✓	✓	✓						✓
	ANALYSE AND INTERPRET QUANTITATIVE AND QUALITATIVE DATA	✓	✓	✓		✓	✓	✓	✓	✓	✓
	TOOLS AND TECHNIQUES – <i>select and use subject specific tools and techniques</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	LEGAL AND ETHICAL CONSIDERATIONS - <i>demonstrate awareness of legal and ethical considerations in proposing solutions for problems</i>	✓			✓	✓	✓	✓	✓		✓

**BA (Hons) Business Management Practice: Module Map continued**

LEARNING OUTCOMES		REQUIRED MODULES LEVEL 2						REQUIRED MODULES LEVEL 3			
		UMPCQJ-20-2	UMKCSW-20-2	UMACST-20-2	UMMD45--20-2	UMOCS3-20-2	UMOCSS-20-2	UMOCYX-20-3	UMOCYY-20-3	UMOD3N-20-3	UMOD3F-40-3
<b>SECTION D TRANSFERABLE SKILLS AND OTHER ATTRIBUTES:</b>	WORK EFFECTIVELY ALONE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	WORK EFFECTIVELY IN GROUPS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	PRESENT, DISCUSS, AND DEFEND IDEAS, CONCEPTS AND VIEWS – <i>through formal and informal verbal and written means.</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	PROCESS NUMERICAL INFORMATION - <i>competently and present findings in a appropriate way to meet the needs of the intended user</i>		✓	✓		✓	✓	✓	✓	✓	✓
	USE INFORMATION TECHNOLOGY	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	PLAN AND MANAGE TIME EFFECTIVELY TO ACHIEVE OBJECTIVES AND MEET DEADLINES	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	TAKE RESPONSIBILITY FOR OWN LEARNING	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	REFLECT ON OWN PERFORMANCE - <i>and that of others and provide, and respond positively to, constructive feedback</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	TRANSFER SKILLS AND KNOWLEDGE ACROSS DIFFERENT SETTINGS AND WORK-BASED CONTEXTS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

**BA (Hons) Business Management Practice: Assessment Map**

		REQUIRED MODULES LEVEL 2						REQUIRED MODULES LEVEL 3			
		UMPCQJ-20-2	UMKCSW-20-2	UMACST-20-2	UMMD45--20-2	UMOCS3-20-2	UMOCSS-20-2	UMOCYX-20-3	UMOCYY-20-3	UMOD3N-20-3	UMOD3F-40-3
<b>LEARNING OUTCOMES</b>											
<b>ASSESSMENT METHOD EMPLOYED</b>	UNSEEN WRITTEN EXAM			✓		✓		✓			
	SEEN CASE STUDY WRITTEN EXAM	✓									
	OPEN BOOK WRITTEN EXAM										
	INDIVIDUAL WRITTEN COURSEWORK ASSIGNMENT	✓	✓				✓	✓			
	INDIVIDUAL PRESENTATION	✓	✓				✓		✓		
	SHORT ANSWER QUESTIONS										
	RESEARCH BASED WRITTEN ASSIGNMENT				✓		✓		✓		✓
	PORTFOLIO OF EVIDENCE / DEVELOPMENT LOG						✓			✓	
	CASE STUDY ANALYSIS WRITTEN REPORT			✓	✓						
	WRITTEN REPORT					✓				✓	

## Section 4: Programme structure

<b>BA (Hons) Business Management Practice</b>			
<b>Level 1</b>	<p><b>There is no level 1 entry to this programme.</b>            Instead the suite of Common Business Foundation Degree Framework modules at level 1 (which are benchmarked against QAA Business &amp; Management and FdA criteria) will be used to map the AL process for entry at levels 2 and 3 alongside evidence of experiential learning. This process will conform to the UWE academic regulations.            See <a href="http://acreg.uwe.ac.uk/rf.asp">http://acreg.uwe.ac.uk/rf.asp</a> for current Academic Regulations and <a href="http://info.uwe.ac.uk/programmes/displayentry.asp?code=N1NG&amp;rp=listEntry.asp">http://info.uwe.ac.uk/programmes/displayentry.asp?code=N1NG&amp;rp=listEntry.asp</a> for details pertaining to the FdA suite of common framework modules.</p>		
<b>Level 2</b>	<p><b>Compulsory Modules</b></p> <p>Principles of Marketing UMKCSW-20-2 (20 credits)</p> <p>Financial Information and Decision Making UMACST-20-2 (20 credits)</p> <p>The Practice of Operations Management UMMD45-20-2 (20 credits)</p> <p>Managing People UMPCQJ-20-2 (20 credits)</p> <p>Experience in the Work Place 2 UMOCSS-20-2 (20 credits)</p> <p>Advanced Management UMOCS3-20-2 (20 credits)</p>	<p><b>Optional modules</b></p> <p>There are no optional modules at level 2</p>	<p><b>Interim Awards:</b>  <b>DipHE Business Management</b>            Credit requirements: 240 at the appropriate level</p> <p><b>Progression:</b>            To progress from level 2 to level 3 a UWE based student would normally be required to have 120 credits at Level 1 and a minimum of 100 credits at Level 2.</p>
<b>Level 3</b>	<p><b>Compulsory modules</b></p> <p>Contemporary Issues in Organisational Practice UMOCYX-20-3 (20 credits)</p> <p>Approaches to Investigation &amp; Enquiry UMOCYY-20-3 (20 credits)</p> <p>Advanced Professional Practice UMOD3N-20-3 (20 Credits)</p> <p>Enquiry into the Workplace UMOD3F-40-3 (40 credits)</p> <p><b>GRADUATION</b></p>	<p><b>Optional modules:</b>  <b>One module to be selected from the specified list below, which may vary across providers</b></p> <p>Strategic Leadership in Practice UMSD34-20-3 (20 credits)</p> <p>International Human Resource Management UMPCNQ-20-3 (20 credits)</p> <p>International Marketing Management UMKC7V-20-3 (20 credits)</p>	<p><b>Awards:</b>  <u>Interim Award</u>            BA Business Management Practice  <b>Credit requirements</b>            BA (Hons): 360 credits at the appropriate levels            BA: minimum 300 credits at the appropriate levels</p> <p><b>NOTE:</b> In accordance with UWE regulations, students entering directly into level 3 have to achieve 100 credits at level 3 to be eligible for the interim award of BA Business Management Practice.</p>

## Section 5: Standard Entry requirements

The programme entry requirements are:

GCSE in Maths and English (Grade C or higher)

And

UCAS Tariff points in range 240 - 280 in any subject excluding General Studies.

Or

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

Or

Approved Access route

Or

*Success at NVQ Level 3 in Accounting, Management or Business Administration*

Or

*Success at VRQ Level 3 in Accounting or Management*

Or

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

Or

Irish Highers: BBB-BBBB

In addition to the above if English is not the student's first language, test results such as IELTS 6.0, TOEFL 570 (or 230 if computer test), NEAB or Cambridge proficiency grade C are required.

**Note:** those applicants without formal academic qualifications who are able to demonstrate at least 2 years' experience of working in an accounting, administrative or management role with an employer at a supervisory level (NVQ Level 3) or above, may be able to join the programme if they have undertaken an interview and can provide evidence from the workplace to support their application. This entry is at the institution's discretion and may include the completion of an assignment.

The programme has flexible entry points dependent upon students' experience and learning context and consideration will be given at the point application to the evidence required to support entry at the level sought.

Students with between 120 credits and 240 credits accredited through AL and AEL processes are permitted entry on to the programme. Students' eligibility for entry on the programme will be determined using AL and AEL processes as appropriate. All students will have an interview to ascertain their academic and relevant work experience to support the AL and AEL processes. Students will be required to provide appropriate documentation to support their AL and AEL requests. All AL and AEL decisions will be undertaken in line with UWE regulations.

**Entry onto the programme at University Centre Yeovil is only possible at level 3 based on 240 credits AL or AEL at level 1 and 2.**

The programme is designed to for entry at levels 2 or 3 and students' eligibility for entry to the programme will be determined using AL and AEL processes as appropriate. All students will have an interview to ascertain their academic and relevant work experience to support the AL and AEL processes. Students will be required to provide appropriate documentation to support their AL and AEL requests. All AL and AEL decisions will be undertaken in line with UWE regulations.

### **Access to the work environment**

All students should have access to a workplace environment so that learning can be put in the context of work and for elements of each module's learning to take place in the workplace. It is therefore the expectation that students can demonstrate how they will be able to negotiate access to a suitable work environment prior to entry on the programme. Where a student is made redundant after commencement of the programme, they will be helped to secure appropriate access.

## Section 6: Assessment Regulations

All assessment is governed by the University's current Academic Regulations and Procedure

## **Section 7: Student learning; distinctive features and support**

The proposed BA (Hons) Business Practice is a work-based learning top-up programme designed for students who wish to progress to an honours level qualification through a programme which:

- acknowledges and builds on the work based ethos of their prior qualifications
- balances intellectual and practical skills
- relates learning to a current experience of the workplace.

The programme is designed to facilitate a degree of flexibility for students in the delivery patterns of modules, and builds upon and extends the work-based learning ethos of the Foundation degree and/or of their equivalent prior work based learning qualifications. The proposed programme is designed to enable students to further develop professional skills within a specified discipline which are relevant to their employment practice and therefore combines work-based modules and subject-specific modules in order to enhance student's commercial awareness, their professional experience of specific industry and to critically analyse subjects in relation to their application in the workplace.

This programme is designed in the spirit of the University Teaching, Learning and Assessment Strategy of the Faculty of Business & Law with these five strands:

1. The development of autonomous learners
2. Provision of learning opportunities, which are personally and professionally relevant and quality assured
3. The maintenance of a supportive learning programme
4. The promotion of the scholarship of teaching
5. The provision of continuous professional development opportunities for all staff within a culture of reflective practice

### ***Curriculum Design Content & Organisation.***

The programme is delivered within a modular scheme, which allows credit accumulation and flexibility in the student learning process.

The existing FBL undergraduate provision is organised around 20 credit modules, with the exception of the final year where the project module, Enquiry in the Workplace, is 40 credits.

UWE and UCY have developed delivery patterns for the programme to meet the local needs of students and employers. A brief overview of the proposed delivery patterns are detailed below:

#### UWE Delivery

Modules on this programme will be delivered in short teaching blocks, allowing students to intersperse periods of study with work, and will be delivered over the entire calendar year, but with assessment points designed to fit within the normal assessment periods of the university in December/January and May/June/July.

#### UCY Delivery

Delivery at UCY will initially be through a part time format only. The programme will span an 18 month period with 1 year attendance and a further 6 months with tutorials and supervision. This format will allow minimum disruption to employers and can be used as a marketing tool.

Experience has emphasised that the delivery pattern of 1 afternoon and 1 evening a week is a successful, workable solution and replicates the Foundation Degree programme. This is a likely in the first instance to be a Wednesday afternoon/evening.

The academic quality for the programme and individual modules will be monitored and managed within the Collaborative Programmes team and UWE and UCY colleagues working closely together on the development of the module materials which includes assessment activities. This ensures that the overall student experience on the programme is comparable.

### Programme design

The programme is organised within and between each of one or two 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.

Teaching and learning approaches will be student centred and based around workshops in the teaching blocks that will equip students with the required knowledge and skills to apply that knowledge to their work context. Workshops will also be a space in which students reflect on, and make sense of, the experiences and questions that they bring from the workplace. Students will be expected to make a substantial contribution to the content of sessions, presenting and sharing their experiences of the workplace.

Students will be required to work independently and to take responsibility for their learning and progress, but also interdependently through being prepared to contribute to the learning of others. Students' learning activities and progress will be facilitated and coached by workshop tutors, whose role is to encourage the independence of students whilst still offering the appropriate level of support. Some sessions will be dedicated to one-to-one progress reviews with students.

Extensive use will be made of the institutional Virtual Learning Environment (VLE) to support students' learning, to facilitate interactions between students and as a repository for students' own work, thereby promoting a sense of learning community.

The final module, Enquiry in the Workplace, requires students to integrate the academic knowledge gained throughout the programme and to operationalise and apply that knowledge in the investigation of a business issue or problem. The module also builds on tools and techniques developed in previous modules and is a self-directed, independent enquiry process. Students also have an individual project tutor assigned to them for ongoing guidance throughout the enquiry process.

### ***Teaching, Learning & Assessment***

The teaching, learning and assessment strategy of the Faculty of Business and Law 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 has 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 two 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, in addition to the two personal development modules.

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. The final year enquiry module allows students to explore a substantial work based issue utilising appropriate concepts, frameworks and methodologies in a highly independent manner.

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

- test the students' ability to integrate concepts theories into the practice of the work place ;
- 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 Academic Regulations and Procedures and its requirement for controlled conditions to apply to part of the assessment of every standard 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 logs and proposals.

### ***Learning Resources***

All modules have teaching/learning resource booklets and set texts. Additional support is provided through library and ICT facilities. All modules are supported by the institutional VLE. 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 & Guidance***

#### *UWE – Faculty of Business & Law*

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 on all aspects of the provision including that relating to fees, assessment arrangements, extenuating circumstances procedures, option choice, timetabling, examination and progression counselling and so on, as well as where and how to access the support provided by the University. Additional support and guidance is provided by Programme Managers who are also responsible for ensuring the collection of and response to student feedback using student representatives and Programme Student Staff Liaison Groups. The faculty has a leader of Widening Participation, Disability and Schools Liaison who oversees the development and implementation of faculty policy concerning widening participation, SENDA and other student support and guidance issues.

All students will be formally inducted into the programme through timetabled induction sessions. 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 is a range of central services offered to students.

#### *University College Yeovil*

Alongside the academic support for HE students at UCY, there are also a number of members of staff whose roles are dedicated to HE provision at UCY. These include a **UCY HE Student Liaison Officer** who has been in post since May 2008 and whose role is to co-ordinate and oversee the activities of the HE Student Reps and, through liaison, provide support for the HE student body.

Additionally, there is an **HE Learning Advisor** who is based at UCY and whose role is to support all HE students in a variety of ways. Individual or group sessions can be booked and students and tutors are encouraged to discuss their requirements with the Learning Advisor as early as possible in the term. The HE Advisor will meet all students during the induction process.

The Advisor would normally be the first point of contact for students who may need assessing for the DSA (disabled student allowance). The most common area requiring support is dyslexia and the Learning Advisor will be able to offer advice and support for students wishing to explore their individual learning needs and to arrange for dyslexia testing within Yeovil College wherever possible.

### *Graduate Development Programme*

The Faculty's approach to GDP is to develop the academic and employability skills that will help students to succeed in their studies, in their career and in life more generally. GDP works alongside other staff in the Faculty and College who are also concerned with supporting students' learning and personal development: the Programme Manager, Module Leaders, Student Advice Centre, and the undergraduate administrative team.

In this programme GDP is integrated within specific modules with the focus changing at different levels: Level 2 focuses on helping students to consider their future and long term employability and Level 3 focuses on academic achievement and helping students to plan and prepare for their preferred future.

## **Section 8: Reference points/benchmarks**

Four key influences have informed the design of this award:

- The University's mission statement
- The QAA general business and management benchmark statements
- The SEEC (Southern England Consortium for Credit Accumulation and Transfer) Credit Level Descriptors 2001
- University's Work Based Learning Policy

### ***8.1 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](http://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 and AEL 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 for work placements.

**Command an exceptionally high reputation amongst employers**, - through both the work placement and the high achievements of graduate degree classifications from the BABS award, students are exceptionally 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 2, and 3 and the students' working environment and resources both at the College, University and on work placements.

### ***8.2 The QAA general business and management benchmark statements***

The proposed award is informed by the UG Business and Management benchmarks and purports to achieve these benchmark statements in full.

### **8.3 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 Faculty of Business & Law conforms to the credit level descriptors.

### **8.4 The University's Work Based Learning Policy [www.uwe.ac.uk/acreg](http://www.uwe.ac.uk/acreg)**

The proposed award is informed by the policy that states that UWE programmes incorporating work-based learning will display some or all of the following characteristics:

- Facilitate the development of a learner centred curriculum within the context of award programme requirements and encourage learner negotiated elements within programmes of study;
- Be flexible in terms of access, delivery and curriculum, feedback and assessment;
- Promote active partnerships with employers/external organisations via employer negotiated programmes;
- Promote innovative teaching, learning, support and assessment strategies applicable to the workplace and encourage flexible, distributed or distance learning methods;
- Facilitate the effective utilisation of A(E)L processes.