



PROGRAMME SPECIFICATION

Part 1: Basic Data			
Awarding Institution	University of the West of England		
Teaching Institution	Northshore College of Business and Technology		
Delivery Location	Northshore College of Business and Technology, Sri Lanka		
Study abroad / Exchange / Credit recognition			
Faculty responsible for programme	Faculty of Business and Law		
Department responsible for programme	Business and Management		
Modular Scheme Title	Bristol Business School Undergraduate Scheme		
Professional Statutory or Regulatory Body Links			
Highest Award Title	BSc (Hons) Business Administration (SW) BSc (Hons) Business Administration (FT)		
Default Award Title			
Fall-back Award Title			
Interim Award Titles	BSc Business Administration (SW) BSc Business Administration (FT) DipHE Business Administration CertHE Business Administration		
UWE Progression Route			
Mode(s) of Delivery	Sandwich, Full-time		
Codes	UCAS:	JACS:	
	ISIS2: N103 N103 (SW) N10312 (FT)	HESA:	
Relevant QAA Subject Benchmark Statements	General Business and Management		
First CAP Approval Date	5 December 2012	Valid from	1 January 2013
Revision CAP Approval Date	15 December 2016	Revised with effect from	September 2017 for new student intake
Version	2		
Review Date	January 2019		

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Part 2: Educational Aims of the Programme

Derived directly from the established BA (Hons) Business and Management programme in the UK, the BSc (Hons) Business Administration, delivered by Northshore College of Business and Technology, UWE's Strategic Partner in Sri Lanka, offers students a current and integrated business education covering the main disciplines and operational areas of business. The curriculum aims to challenge students in their ways of thinking, behaving, learning, and issues of ethics & ethical decision making, sustainability and global citizenship are embedded throughout. The programme actively seeks input from the external environment and student learning is grounded in the external context wherever appropriate through, e.g. external speakers; assessments that require students' opportunities to test out concepts in practice and reflections on own experience of organisations. In addition, all students are encouraged by the curriculum into actively pursuing work experience of some sort i.e. via placement, internship, or volunteering. Student achievement is supported by a clear personal development strand of transferable skills and 'brain habits' over all three levels that facilitates the transition into Higher Education and which underpins employability and lifelong learning.

The programme aims to enable students to:

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

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

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

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Part 3: Learning Outcomes of the Programme																							
	Enterprise and Innovation	Introduction to Business and Management	Contemporary Business Issues	Understanding the Business & Economic Environment	Understanding the Principles of Marketing	Business Decision Making	Understanding Organisations and People	Understanding Business and Financial Information	Research Methods for Business	Management Skills	Managing People	Operations and Supply Management	Accounting Information for Business	International Business/ or alternative	Introductory Research Project	Option modules (Semester 2)	Managing Organisational Change	Final Year Projects	Strategic Management	SIMULATION	Option Modules Semester 1	Option Modules Semester 2	
A) Knowledge and understanding of:																							
Markets and Business context																							
The global business environment		√	√	√	√	√	√				√	√		√				√	√	√	√		
The nature of markets, customers and the role of marketing	√				√											√					√	√	
Customer Expectations, service and orientation					√											√					√	√	
Marketing management principles in a global context					√																√	√	
Financial Management																							
The use of accounting and the sources, uses and management of finance	√							√				√	√								√	√	√

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Part 3: Learning Outcomes of the Programme																				
Business policy and strategy	√	√				√					√	√	√	√				√	√	√
Ethics and Sustainable Development:																				
Ethics and ethical decision making		√	√				√							√		√	√		√	√
Sustainability and sustainable development		√	√	√			√							√		√	√		√	√
Global Citizenship		√	√				√				√		√	√		√	√		√	√
Corporate Social Responsibility		√	√	√			√							√		√	√		√	√
Research																				
Business and Management Research;																		√		
relevant qualitative and quantitative research methods			√				√											√		
Enterprise and Entrepreneurship																				
The diverse nature of enterprise and entrepreneurs	√	√	√													√			√	√
The role of enterprise in society	√	√	√													√			√	√
A personal awareness of the personal value of enterprise	√	√	√													√			√	√
(B) Intellectual Skills																				
Information Literacy: gather and critically evaluate information and information from a range of sources.		√	√	√	√	√	√			√		√	√		√	√		√	√	√

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Part 3: Learning Outcomes of the Programme																					
The ability to effectively select appropriate candidates in a resourcing context											√										√
The ability to conduct appropriately designed ethical research into business and management issues			√						√		√				√			√			
The ability to express evidence-based ideas and solutions to problems fluently through a range media including reports, essays, presentations etc. appropriate for a diverse audience.	√	√	√	√	√													√	√	√	√
Effective use of a range of ICT tools	√	√	√	√	√	√		√				√						√		√	√
The ability to effectively negotiate, persuade and influence others in a group setting			√		√					√										√	√
The ability to work effectively to achieve as a member of a team to achieve goals within time constraints; utilizing the contributions of individual group members.	√	√	√							√	√		√							√	
Ability to recognize and address a range of business related ethical dilemmas, applying the principles of ethical management to a range of situations and choices.			√								√								√	√	√
The ability to act appropriately and ethically, demonstrating sensitivity to the complexities of a diverse organizational context											√										√
(D) Transferable skills and other attributes																					
High personal effectiveness										√	√						√	√	√	√	√

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Part 3: Learning Outcomes of the Programme																					
Critical self-awareness, self-reflection and self-management			√				√			√							√	√			√
Time management and workload management	√	√	√							√							√	√	√		
Resilience	√	√	√							√						√	√	√			√
Life-long learning and clear professional identity		√	√				√			√	√						√	√			
Adaptability and flexibility	√	√	√							√							√	√		√	√
Work effectively alone and as a team member	√	√	√		√						√		√			√				√	√
Effective leadership		√					√														√
Socially Responsible		√	√								√					√	√			√	√
Numerical and Statistical skills	√		√	√		√		√	√			√	√		√	√		√		√	√
Vision, responsiveness to opportunity, and ambition for business growth; an entrepreneurial capability and confidence	√							√					√		√			√		√	√

N.B. Transferable skills are developed through an integrated programme of learning which is built into all core modules at levels 1, 2 and 3 and the work placement.

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

Part 4: Student Learning and Student Support

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

Curriculum Design Content & Organization

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

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

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

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

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

Level two is structured around the key functional areas of business. In addition students can select one option from a range of modules that are designed to supplement and compliment the core modules and allow students to start to specialise around their particular area of interest.

Level three has been designed to integrate the academic knowledge gained in the first two levels of study to enable students to gain a deep understanding of the inter-disciplinary nature of business.

Integration is in part achieved through the choice of Level 3 project, which range from a more traditional dissertation project in the Critical Business Enquiry Project; to an applied Work-based Enquiry Project (based on Placement or concurrent work experience); to a new business launch or creating a business case project in the Enterprise Project.

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

Teaching, Learning & Assessment

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

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

Included within the programme is a clear personal development strand of transferable skills and "brain habits" of the sort which facilitate the transition into HE and underpin employability and lifelong learning.

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Part 4: Student Learning and Student Support

These Personal and Academic Literacies – study, research, and employability skills – are developed at all levels of the programme:

	Personal and Professional Strand (Employability)	Enquiry Strand (Research & Academic Skills development)
Level 1	Introduction to Business and Management	Contemporary Business Issues
Level 2	Managing People Management Skills	Research Methods for Business
Level 3	Managing Organisational Change	Critical Business Enquiry Project or Enterprise Project

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

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

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

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

In addition to Placements there are opportunities for Study Year Abroad in a number of partner institutions who are able to offer relevant Business courses in English. Students are allocated to these places through a competitive process. During Placement or Study Year Abroad students complete one 15 credit Level 3 module (*Placement Learning or Learning & Development on Study Year Abroad*).

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

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

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

The Faculty supports the University's current Academic Regulations and Procedures, and its

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Part 4: Student Learning and Student Support

requirement for controlled conditions to apply to part of the assessment of every module. Forms of assessment commonly used in controlled and non-controlled conditions assessment are: invigilated timed assignments including examinations, presentations, in-class tests, self and peer assessments, individual and group projects and supervised mini-projects, dissertations, personal development portfolios and employer and self-assessment of the placement.

Description of the teaching resources provided for students

Learning Resources

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

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

Student learning is fully supported by UWE Library Services through extensive print and electronic resources and a variety of learning spaces. Additional support is provided through the library by means of information and academic skills sessions and self-directed online tutorials available via the University Study Skills website, supported by the online library enquiry service. There is excellent access to electronic resources both on and off campus, facilitated by the extensive student computing network and Wi-Fi.

Most databases are also available off campus and supported by the online library enquiry service. The Northshore campus Library aims to emulate the facilities available on the Bristol campus and is investing in print sources, study spaces, electronic access, and computer facilities.

Student Support & Guidance

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

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

In Bristol, when students have problems of a personal nature they are referred as appropriate to Student Services Student Advisors who provide timely, accurate and confidential advice where necessary on all aspects of the provision, for example coursework and examination arrangements, extenuating circumstances procedures, progression counselling, as well as personal issues such as problems with studying or meeting deadlines, financial matters, ill health and so on, including when relevant how to access the wider support provided by the University. This service is supported by extensive online resources. At Northshore these aspects of student support will be provided in the first instance by staff from the College Registry. The nature and extent of support will depend upon the need and NCBT's ability to provide it within the local context. However, NCBT will continue to discuss with UWE Student Advice and Welfare Services on a yearly basis how it can expand the nature and extent of its support for its students.

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

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Part 4: Student Learning and Student Support

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

All students will undergo an induction programme at Northshore that replicates the key features of the induction programme as practiced at Bristol. To this end, all new students are provided with a short Student Handbook to help them through their first weeks at university and to act a guide to the complex information environment in which they now find themselves. This is in addition to a Programme Handbook which all students will also receive. Both the student Handbook and Programme may be available electronically and both may be supported by other online resources that would be of interest to new starters.

In line with UWE's focus on student voice, student representation forums will be established at Northshore that are equivalent to the mechanism for student representation in Bristol. These forums will be held each term to discuss issues raised by students in relation to their experience of studying at UWE and on the programme. The aim of the meetings is to discuss issues raised by students in an open and friendly atmosphere so that students feel able to contribute openly and honestly about their experiences. Any issues raised are taken forward by programme managers and, where appropriate, they may be discussed by at meetings convened between the Programme Link Manager and senior colleagues at Northshore.

Description of any Distinctive Features

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

The supporting objectives of the strategy are the:

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

Part 5: Assessment

Assessment Strategy

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

Where students are studying an accelerated version of the programme an approved variant to


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Part 5: Assessment

University Academic Regulations and Procedure will allow students to study more than 160 credits in any one academic year.

Part 6: Programme Structure

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

ENTRY	Compulsory Modules	Optional Modules	Interim Awards
 Year 1	UMCDMW-15-1 Introduction to Business and Management UMCDMT-15-1 Enterprise and Entrepreneurship UMAD4U-15-1 Understanding Business and Financial Information (BIM) (15 credits) UMED8A-15-1 Understanding the Business and Economic Environment (15 credits) UMOD63-15-1 Understanding Organisations and People (BIM) (15 credits) UMKD6J-15-1 Understanding the Principles of Marketing (BIM) (15 credits) UMPDN6-15-1 Contemporary Business Issues UMCDN3-15-1 Business Decision Making for Management	There are no optional modules at level 1	CertHE Business and Management Credit requirements: 120 at the appropriate level

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	Compulsory Modules	Optional Modules	Interim Awards
Year 2	UMPDM3-15-2 Managing People	One option module (15 credits) may be selected from: (<i>subject to availability</i>)	DipHE Business and Management
	UMPDM5-15-2 Management Skills (Business and Management)	Market Analysis for Private Investors UMAD5M-15-2	<i>Credit requirements:</i> 240 at the appropriate level
	UMAD5H-15-2 Accounting Information for Business (BIM) (15 credits)	International Trade and Multinational Business UMED8P-15-2	
	UMSD7R-15-2 International Business	Good Business, Bad Business and Sustainability UMED8U-15-2	
	UMCDM8-15-2 Research Methods for Business	Integrated Marketing Communications UMKD6M-15-2	
	UMCDMA-15-2 Introductory Research Project	Employment Relations UMPD7E-15-2	
	UMMDNX-15-2 Operations and Supply Management	OR Equality Law and Diversity Management UMPD7J-15-2	
		Entrepreneurship & Small Business UMSD7Q-15-2	
	Digital Business Management UMMDFY-15-2		
	Credit Management: Theory and Practice UMAD5N-15-2		

Placement or Study Year Abroad (SYA)

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Students on the sandwich route of the programme (SW) must choose and pass one of the following options both of which aim to enable students to contextualise their academic learning in an applied business and/or cultural context:

1. Work Placement: a significant period of paid employment or self-employment normally in the field relevant to the specialism of the degree.

During this time students must complete the 15 credit level 3 module, Placement Learning UMCDN5-15-3. This module assesses the student's personal development, from the experience of placement and their ability to identify issues relevant to their Placement's organisational context and to then frame, scale and position a critical work-based enquiry relevant to the specialism of the degree.

2. Study Year Abroad, which consists of two semesters of study at a partner institution abroad.

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

In addition, whilst at the partner institution students must have studied and attempted assessments in modules totalling 60 ECTS, of which 50-55 ECTS should be in modules related to their programme of study at UWE with a further 5-10 ECTS in the language of the host country. If the advent of failing any modules students must be able to demonstrate engagement i.e. that they have attended classes and sat the exams.

To be eligible for either Placement or SYA students would normally be expected to have passed a minimum of 210 credits

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	Compulsory Modules	Optional Modules	Interim awards
	<p>UMCD9W-30-3 Critical Business Enquiry Project OR UMCD9Q-30-3 Enterprise Project</p> <p>UMSD7T-15-3 Strategic Management (BIM)</p> <p>UMOLML-15-3 Managing Organisational Change</p> <p>UMSDMK-15-3 Integrated Business Management Simulation</p>	<p>Three options should be selected up to a maximum value of 45 credits. <i>(subject to availability)</i> <i>Students who have completed a Placement or SYA (and passed the relevant modules) are required to select two options up to a maximum credit value of 30 credits.</i></p> <p>International Financial Management UMAD5T-15-3 Investment Management UMAD5X-15-3 Personal Financial Planning UMAD5R-15-3 The Economics of Developing Countries UMED8X-15-3 Sustainable Business UMED95-15-3 Events and Festivals Management UMKD75-15-3 Global Marketing Management UMKD6Q-15-3 Public Relations UMKD6V-15-3 Interactive & Digital Marketing UMKD6S-15-3 Competing Through Quality UMMD7N-15-3 Project Management UMMD7P-15-3 Coaching in Organisations UMOD6G-15-3 Organisational Leadership UMOD6F-15-3 HR Development & Knowledge Management UMPD7F-15-3 International HRM UMPD7G-15-3 International Business in the Emerging Markets UMSD7W-15-3 Business Innovation & Growth UMSD87-15-3 Entrepreneurship: Ideas and Practice UMSD84-15-3 Virtual Business UMSD89-15-3 Accounting for Managers UMAD5S-15-3 Brand Management UMKDCA-15-3</p>	<p>BA Business and Management (SW) BA Business and Management (FT)</p> <p><i>Credit requirements:</i> 300 credits at the appropriate levels</p>

GRADUATION

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Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions:

International students seeking direct entry into Level 3 require IELTS with 6.0 in all components or an overall band score of 6.5 or above.

Part 8: Reference Points and Benchmarks

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

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

University strategies and policies

- University's 2020 Strategy
- UWE Charter

Faculty strategies and policies:

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

Staff research projects

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

Employer interaction and feedback

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

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

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FOR OFFICE USE ONLY

First CAP Approval Date	5 December 2012			
Revision CAP Approval Date	15 December 2016	Version	2	link to RIA
Revision ASQC Approval Date <i>Update this row each time a change goes to ASQC</i>	16 January 2018	Version	3	link to RIA
Next Periodic Curriculum Review due date	<i>Academic year in which next Periodic Curriculum Review due (6 years from initial approval or last Periodic Curriculum Review)</i>			
Date of last Periodic Curriculum Review				