ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	University of the West of England
Teaching Institution	University of the West of England
Delivery Location	University of the West of England
Faculty responsible for programme	Faculty of Business & Law
Department responsible for programme	Business and Management
Professional Statutory or Regulatory Body Links	Chartered Management Institute (CMI)
Highest Award Title	BA (Hons) Business and Management
Default Award Title	*n/a*
Interim Award Titles	BA Business and Management DipHE Business and Management CertHE Business and Management
UWE Progression Route	
Mode(s) of Delivery	Sandwich, Full-time, Foundation Year
ISIS2 Codes	N120 Foundation year codes: N10J (SW) N10J13 (FT)
Review Date	September 2019 (2018 new cohorts)

Part 2: Educational Aims of the Programme

The programme 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;

Part 2: Educational Aims of the Programme

- 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.

All students will be required to take one of a group of modules at level three which have a particular emphasis on the development of graduate attributes embedded in experiential activity which is CV enhancing and "real world", engaging students beyond the campus. This group of modules includes the sandwich placement module and the study year abroad module.

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 ongoing developmental support for all staff
use of effective strategies for assessment for learning

Included within the programme is a clear personal development strand of transferable skills and "brain habits" of the sort which facilitate the transition into HE and underpin employability and lifelong learning. These Personal and Academic Literacies – study, research, and employability skills – are developed at all levels of the programme through the 15 and 30 credit modules as follows:

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

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

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

Part 2: Educational Aims of the Programme
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.

Part 3: Learning Outcomes of the Programme

	UJUUL9-30-0	UMCDKK-30-0	UMEDKL-30-0	UJUUL7-30-0	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	INTEGRATED BUSINSS 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																										

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<table>
<tr><td colspan="31">Part 3: Learning Outcomes of the Programme</td></tr>
<tr>
<td>The use of accounting and the sources, uses and management of finance</td>
<td></td><td>√</td><td>√</td><td></td><td>√</td><td></td><td></td><td></td><td></td><td></td><td>√</td><td></td><td></td><td></td><td>√</td><td>√</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>√</td><td>√</td><td>√</td>
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<tr>
<td>Information systems for managerial applications</td>
<td></td><td></td><td></td><td></td><td>√</td><td>√</td><td></td><td></td><td>√</td><td></td><td>√</td><td></td><td></td><td></td><td>√</td><td>√</td><td></td><td></td><td>√</td><td></td><td></td><td></td><td></td><td></td><td>√</td><td>√</td><td>√</td>
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<tr><td colspan="31">Operations</td></tr>
<tr>
<td>The management of financial, information and human resources and operations and their impact on organisational performance</td>
<td></td><td></td><td></td><td></td><td>√</td><td>√</td><td></td><td>√</td><td></td><td>√</td><td></td><td></td><td></td><td>√</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>√</td><td>√</td><td></td><td></td><td>√</td>
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<tr><td colspan="31">Organisations, People and Management</td></tr>
<tr>
<td>The nature of work and organisations</td>
<td>√</td><td></td><td></td><td></td><td></td><td>√</td><td>√</td><td></td><td></td><td>√</td><td></td><td></td><td>√</td><td>√</td><td></td><td></td><td></td><td></td><td></td><td>√</td><td>√</td><td>√</td><td></td><td>√</td><td>√</td>
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<td>Management Theory</td>
<td></td><td></td><td></td><td></td><td></td><td>√</td><td>√</td><td>√</td><td></td><td>√</td><td>√</td><td></td><td>√</td><td>√</td><td>√</td><td></td><td></td><td></td><td></td><td>√</td><td>√</td><td>√</td><td></td><td></td><td>√</td>
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<tr>
<td>The management and development of people</td>
<td></td><td></td><td></td><td></td><td></td><td>√</td><td>√</td><td></td><td></td><td></td><td>√</td><td></td><td>√</td><td>√</td><td>√</td><td></td><td></td><td></td><td></td><td>√</td><td>√</td><td>√</td><td></td><td></td><td>√</td>
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<td>Managing Diversity</td>
<td></td><td></td><td></td><td></td><td></td><td>√</td><td>√</td><td></td><td></td><td></td><td>√</td><td></td><td></td><td>√</td><td></td><td></td><td></td><td></td><td></td><td>√</td><td>√</td><td></td><td></td><td></td><td>√</td>
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<tr>
<td>Business innovation, creativity and enterprise development</td>
<td></td><td></td><td></td><td></td><td>√</td><td>√</td><td>√</td><td></td><td>√</td><td></td><td></td><td></td><td></td><td>√</td><td></td><td></td><td></td><td></td><td></td><td>√</td><td>√</td><td>√</td><td>√</td><td></td><td>√</td>
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<tr><td colspan="31">Communication and information technology (CIT</td></tr>
<tr>
<td>The management of information systems</td>
<td></td><td>√</td><td></td><td></td><td>√</td><td>√</td><td></td><td></td><td>√</td><td></td><td>√</td><td></td><td></td><td></td><td>√</td><td></td><td></td><td>√</td><td></td><td></td><td></td><td></td><td></td><td>√</td><td>√</td>
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<tr>
<td>Use of communication and information technology</td>
<td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td></td><td></td><td>√</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>√</td><td></td><td></td><td></td><td></td><td></td><td></td><td>√</td>
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<td>Digital Business management</td>
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Part 3: Learning Outcomes of the Programme

Business Strategy and decision making

Learning Outcome	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Business Statistics and decision making							√		√		√			√										
Business policy and strategy				√	√				√							√	√	√	√			√	√	√

Ethics and Sustainable Development:

Learning Outcome	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Ethics and ethical decision making		√		√	√				√						√		√	√		√	√		√	
Sustainability and sustainable development					√	√	√		√						√		√	√		√	√		√	
Global Citizenship					√	√			√			√		√	√		√	√		√	√	√	√	
Corporate Social Responsibility					√	√	√		√						√		√	√		√	√		√	

Research

Learning Outcome	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Business and Management Research;						√			√			√					√			√				
relevant qualitative and quantitative research methods																				√				

Enterprise and Entrepreneurship

Learning Outcome	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
The diverse nature of enterprise and entrepreneurs				√	√	√														√		√		√
The role of enterprise in society				√	√	√														√		√		√
A personal awareness of the personal value of enterprise				√	√	√														√		√		√

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Part 3: Learning Outcomes of the Programme

(B) Intellectual Skills

Learning Outcome	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Information Literacy: gather and critically evaluate information and information from a range of sources.	√	√		√				√	√	√	√	√	√		√		√	√		√	√		√	√	√		√
Creativity and inventiveness in approaches to problem solving and an entrepreneurial mindset					√	√			√				√		√				√	√	√	√		√	√	√
Assimilate new knowledge through effective synthesizing					√	√		√		√		√		√			√		√	√	√		√	√		
Make informed evidence-based decisions		√	√		√	√	√		√		√	√		√	√		√	√	√	√	√	√	√	√		
Ability to solve a range of complex problems in unpredictable contexts					√	√	√	√	√			√		√			√		√	√	√	√	√	√		
Self-inquiry, reflective thinking, and adaptive thinking in approaching and interpreting tasks and problems					√	√			√		√		√			√		√	√	√	√		√	√		
Identify and analyse business problems across a range of contexts utilizing appropriate concepts, models and frameworks.	√	√	√	√	√		√	√				√			√		√		√	√	√		√	√		
Implement, verify and review decisions, recommendations, solutions and arguments of self and others									√		√						√	√	√	√	√	√	√	√		
Evaluate and analyse primary data, both qualitative and quantitative.						√		√		√							√		√		√	√				

(C) Subject/Professional/Practical Skills

Learning Outcome	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
The ability to manage a range of financial controls in an organizational context.					√						√			√			√		√			√		√		

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Learning Outcome	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
The ability to evaluate and manage the performance of self and others													√									√	√		
The ability to select appropriate leadership styles for varying contexts.																			√			√			√
The ability to design and implement effective training interventions													√										√	√	
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							√							√							√	√	√		√

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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
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													√	√			√	√	√	√	√
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					√						√				√	√			√		√

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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

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

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face-to-face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the BA(Hons) Business and Management programme teaching is a mix of scheduled, independent and placement learning. For the BA (Hons) Business and Management:

Scheduled learning includes lectures, seminars/workshops, 'lectorials' (a mix of lecture and seminar), 'webinars' (synchronous online seminars) group project supervision and individual supervision, some of which may also be facilitated in an online environment. Scheduled sessions may vary slightly depending on the module choices made.

Independent learning includes hours engaged with essential reading, preparation for classes, reviewing lecture content, case study preparation, assignment preparation and completion, exam revision etc. Scheduled sessions may vary slightly depending on the module choices made.

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

- **Placement option** – a significant period of paid employment or self-employment. A typical placement lasts for 40 weeks or more, although shorter periods in employment may also be possible subject to meeting the academic requirements of the placement module.
- **Study Year Abroad option** - Two semesters of study at a partner institution abroad.

Description of any Distinctive Features

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provision of an effective, efficient and supportive infrastructure for learning (organisation and management of programmes, student advice, communication with students etc)
appropriate design and flexible delivery of curricula which provide an intellectually stimulating learning experience enabling students to develop as highly employable and internationally aware lifelong learners
provision of effective support for students making the transition to learning at UWE
provision of effective and ongoing developmental support for all staff
use of effective strategies for assessment for learning

Part 4: Student Learning and Student Support

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.

In level one and level two the scheme is structured on the basis of 15 credit semesterised modules. Each semester consists of a 12 week teaching block following by a period of assessment. In each semester students study four 15 credit modules. Students therefore study 60 credits (4 modules) each semester and 120 credits per level (6 modules in total). In level three the structure changes to accommodate a 30 credit dissertation module that is taken over two semesters. Typically this means that the students will take 3x15 credit modules in each semester and one 30 credit module across the two semesters.

The programme is organised within and between each of the 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.

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

The 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

Part 4: Student Learning and Student Support

have some control, about which they are able to make active choices, and which they are free to challenge.

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

Included within the programme is a clear personal development strand of transferable skills and "brain habits" of the sort which facilitate the transition into HE and underpin employability and lifelong learning. These Personal and Academic Literacies – study, research, and employability skills – are developed at all levels of the programme:

	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

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*) and self-reflective capabilities (*Understanding the Principles of Marketing*)

Furthermore, enterprise and enterprising skills form a strong strand at all levels of study – at level 1 this is central to Enterprise and Entrepreneurship, at level 2 in Management Skills, and in the final year in the Integrated Business Simulation.

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 will undertake a work placement of a minimum of 40 weeks normally in an area of a business related to the specialism of the degree and this provides a rich process in which student can make links between theory and practice, reassess themselves and confront the challenges of carrying out a role in a new organisation whilst knowing that they will have the opportunity to be supported if there 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.

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Part 4: Student Learning and Student Support

During Placement or Study Year Abroad students complete one 15 credit Level 3 module (*Learning, Enquiry & Development on Placement* 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 0, a sound grasp of the academic skills necessary for success in higher education
- At level 1, a sound knowledge of the basic concepts of a subject.
- At level 2, a sound understanding of the principles of the field of study and the ability to apply these principles more widely.
- At level 3, an understanding of a complex body of knowledge, some of it at the current boundaries of the academic discipline.

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

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.

Additional support is provided through the library by means of information skills sessions embedded at module level and self directed online tutorials. There is also an extensive programme of regular workshops including referencing management, database searching and finding journal articles. The library offers zoned space from silent to group study and student bookable rooms. There is excellent access to electronic databases on campus through the extensive student computing network and wifi. Most databases are also available off campus and supported by the online library enquiry service.

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 Academic Personal Tutors, an academic member of staff who will have access to information on the performance and profile of the student, allowing them to effectively support students' personal and academic development. This is an academic role and where students have problems of a personal nature they are to be referred as appropriate to UWE Student Services Student Advisors and to UWE Careers regarding employability issues. In addition, students can seek support from the Faculty's Academic Support Centre, an initiative intended to

Part 4: Student Learning and Student Support

support the learning of all students within the faculty by offering one-to-one appointments to discuss individual learning issues and workshops covering a range of topics relevant to learning.

These Student Services Student Advisors provide timely, accurate and confidential advice where necessary on all aspects of the provision, for example coursework and examination arrangements, extenuating circumstances procedures, progression counselling, as well as personal issues such as problems with studying or meeting deadlines, financial matters, ill health and so on, including when relevant how to access the wider support provided by the University. This service is supported by extensive online resources.

The UWE Careers Placement Support Team provides extensive support for students in preparation for their placement period and acts as a recruitment service for employers.

Students and graduates are also supported by UWE Careers who help them to access skills, experience and knowledge to improve their employability prospects. The service provides high quality and professional advice and guidance focusing on enabling them to take control of and responsibility for their own career planning and progression/development. They can access support around finding vacancies for work experience, volunteering, part time work and internships, as well as events and workshops. UWE Careers provides recruiter facing services including advertising graduate job vacancies, work experience and volunteering opportunities, and running both undergraduate and graduate internship schemes. There are also part time jobs advertised by the Student Union Jobshop. There is specialist support for international students including specific resources developed for a range of countries where students are recruited from. Students are introduced to the service during the induction to the course and are encouraged to use the service all through their undergraduate programme and for three years after graduation.

All students take part in an Induction programme at the start of their studies. Separate induction events are arranged for students who arrive as direct entrants at levels 2 & 3.
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. Together with the student portal myUWE, the university's Essential Student Information web pages provide support and the more detailed and up to date information to students.

An important part of the programme is the involvement of students. Two or three student representatives are elected to serve on the Student Representatives & Staff Forum meetings that are held each term to discuss issues raised by students in relation to their experience of studying at UWE and on the programme. The meetings are arranged by cluster group and are chaired by programme managers. 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. Where appropriate they may be discussed at Departmental Committees or Faculty Academic Standards and Quality Committee.

Support to students with disability is coordinated centrally through Disability Services. This acts as a holistic service for disabled students and applicants to the University but also supports the academic and administrative staff who work with disabled students.

In addition to the above The University's Student Services offers a range of services to support students during their time at university and beyond:

- University Health Centre and general advice on Staying Healthy;
- Careers and employability, advice on choosing a career, and finding student and graduate vacancies;
- UWE volunteering, opportunities for students to get involved in the local community through the Community Volunteer Programme;
- Student Advisors & Counselling for anything from exam stress to homesickness and depression;
- The Living Centre, for support with faith and spiritual matters;

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Part 4: Student Learning and Student Support
• Global student support, to help international students to make the most of living and studying in the UK; • Managing disability and dyslexia, to get help with all disability related support needs; • Money and Visas, for financial check-ups, or help with UK visas.

Part 5: Assessment
Delete one of the following statements as appropriate A: Approved to University Regulations and Procedures Where students are studying an accelerated version of the programme an approved variant to University Academic Regulations and Procedure will allow students to study more than 160 credits in any one academic year.
Assessment Strategy Assessment strategy to enable the learning outcomes to be achieved and demonstrated: As set out in the assessment map below, the assessment regime for this programme reflects a strategy that seeks to develop and evaluate a range of skills, knowledge and attributes associated with business and management. A broad mix of assessment types in employed, including presentations, reports, academic essays, critical problem-solving, case analysis and self-reflection, to develop capabilities in written communication for different purposes and audiences, presentation skills, group working, intercultural understanding and high level research skills. For students electing to undertake a work placement or period of study overseas, learning and development is assessed through reflection on experience and through research that contributes to their final year project. The provision of formative feedback is integral to the assessment regime in many modules. In pursuit of achievement, students are expected to make full use of the academic and professional resources provided by the university and are required to undertake extensive independent and collaborative work outside of scheduled teaching.

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

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:
level and credit requirements
interim award requirements
module diet, including compulsory and optional modules
Students will normally be required to pass all the level 0 modules in order to progress to level 1.

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Level 0	UJUUL9-30-0 Becoming a Professional UMCDKK-30-0 Introduction to Organisations, Enterprise and Management UMEDKL-30-0 Economics and Accounting for the Real World UJUUL7-30-0 Introduction to Law in a Social, Business and Global Context	None	None
	Level 1	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:* 240 credits At least 100 credits at level 1 or above. 120 credits at level 0.

		Compulsory Modules	Optional Modules	Interim Awards
Level 2		UMPDM3-15-2 Managing People UMPDM5-15-2 Management Skills (Business and Management) UMAD5H-15-2 Accounting Information for Business (BIM) (15 credits) UMSD7R-15-2 International Business UMCDM8-15-2 Research Methods for Business UMCDMA-15-2 Introductory Research Project UMMDNX-15-2 Operations and Supply Management	One option module (15 credits) may be selected from: *(subject to availability)* UMAD5M-15-2 Market Analysis for Private Investors UMED8P-15-2 International Trade and Multinational Business UMED8U-15-2 Good Business, Bad Business and Sustainability UMKD6M-15-2 Integrated Marketing Communications UMPDNF-15-2 Issues in Contemporary Employment Relations OR UMPD7J-15-2 Equality Law and Diversity Management UMSD7Q-15-2 Entrepreneurship & Small Business UMMDFY-15-2 Digital Business Management UMAD5N-15-2 Credit Management: Theory and Practice UMSDMF-15-2 Design Thinking	DipHE Business and Management *Credit requirements:* 360 credits. At least 100 credits at level 2 or above. At least 120 credits at level 1 or above. 120 credits at level 0.

Placement or Study Year Abroad (SYA)
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 modules assesses assess the student's personal development from the experience of SYA and their ability to evidence cross-cultural awareness and analysis of the country in which they have been studying.

   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 330 credits

		Compulsory Modules	Optional Modules	Interim awards
		UMCD9W-30-3 Critical Business Enquiry Project OR UMCD9Q-30-3 Enterprise Project OR UMCDHU-30-3 Applied Business Project OR UMCDFS-30-3 Business Project UMSD7T-15-3 Strategic Management (BIM) UMODML-15-3 Managing Organisational Change UMSDMK-15-3 Integrated Business Management Simulation PLUS one from: UMCDKM-15-3 Work Integrated Learning OR UMCDKD-15-3 Cross Cultural Learning and Development OR UMCDN5-15-3 Placement Learning OR UMCD9Y-15-3 Learning & Development on Study Year Abroad	Two options should be selected up to a maximum value of 30 credits. *(subject to availability)* UMAD5T-15-3 International Financial Management UMAD5X-15-3 Investment Management UMAD5R-15-3 Personal Financial Planning UMED8X-15-3 The Economics of Developing Countries UMED95-15-3 Sustainable Business UMKD75-15-3 Events and Festivals Management UMKD6Q-15-3 Global Marketing Management UMKD6V-15-3 Public Relations UMKD6S-15-3 Interactive & Digital Marketing UMMD7N-15-3 Competing Through Quality UMMD7P-15-3 Project Management UMOD6G-15-3 Coaching in Organisations UMOD6F-15-3 Organisational Leadership UMPD7F-15-3 HR Development & Knowledge Management UMPD7G-15-3 International HRM UMSD7W-15-3 International Business in the Emerging Markets UMSD87-15-3 Business Innovation & Growth UMSD84-15-3 Entrepreneurship: Ideas and Practice UMSD89-15-3 Virtual Business UMAD5S-15-3 Accounting for Managers UMKDCA-15-3 Brand Management UMKDNY-15-3 Retail Marketing and Management	BA Business and Management *Credit requirements:* 420 credits At least 60 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0. **Target/Highest Award:** BA(Hons) Business and Management *Credit requirements:* 480 credits At least 100 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0.

Level 3

		GRADUATION		

Part time:
N/A A part-time route is not offered on this degree programme

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Part 7: Entry Requirements

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

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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:

Part 8: Reference Points and Benchmarks

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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First CAP Approval Date	1 June 2016			
Revision CAP Approval Date	15 December 2016	Version	*2*	link to RIA
Revision ASQC Approval Date *Update this row each time a change goes to ASQC*	16 January 2018 28 June 2018		*3* *4*	link to RIA link to RIA
Next Periodic Curriculum Review due date	*Academic year in which next Periodic Curriculum Review due (6 years from initial approval or last Periodic Curriculum Review)*			
Date of last Periodic Curriculum Review				