



Programme Specification

Management and Leadership {Foundation} [Frenchay]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Management and Leadership {Foundation} [Frenchay]

Highest award: BA (Hons) Management and Leadership

Interim award: BA Management and Leadership

Interim award: DipHE Management and Leadership

Interim award: CertHE Management and Leadership

Awarding institution: UWE Bristol

Teaching institutions: UWE Bristol

Study abroad: No

Year abroad: Yes

Sandwich year: Yes

Credit recognition: No

School responsible for the programme: CBL Bristol Business School, College of Business and Law

Professional, statutory or regulatory bodies: Not applicable

Modes of delivery: Full-time, Sandwich

Entry requirements: For the current entry requirements see the UWE public website.

For implementation from: 01 September 2027

Programme code: N2Y113

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: The BA (Hons) Management and Leadership programme offers students an integrated, and interdisciplinary practice-based business management education, with a specialist focus on contemporary leadership practice. Over the course of the programme students will complete modules that equip them with a broad foundation in business management knowledge and skills, and the intellectual and critical capability to analyse and respond to leadership challenges across contexts. In addition students will be supported to develop personally, professionally and academically.

The foundation year provides students with a springboard from which to succeed in the rest of their programme. It aims to develop confidence, learning mindsets, foundational knowledge, scholarly skills, and a community and sense of belonging.

The curriculum aims to challenge students in their ways of thinking, behaving, and learning. The Educational Development Strands of professional development, research skills, academic skills, sustainability, and the fostering of entrepreneurial mindsets are embedded throughout the programme of study.

As a practice-based programme, students engage with authentic learning, teaching, and assessment approaches throughout. This culminates in a final year of real-world practice modules, including a capstone consultancy module, and a module choice that involves articulating work and study experience beyond the campus. The latter includes the sandwich year placement module, the study year abroad module, a work based learning module for students in employment, and a live brief module that gives students the opportunity to work in global teams.

Working in mentor groups alongside their Personal Tutor, students are supported to develop a portfolio of practice, completing activities that allow them to identify their skills, creating action plans for developing these further, and reflecting on how their degree, and other activities, are helping them to gain the skills they need for their personal and professional development, and their eventual careers

Features of the programme: BA (Hons) Management and Leadership is for students who are interested in a business management foundation, with a specialist focus on developing the leadership mindsets and skillsets for dealing with the evolving challenges brought by change in geopolitical, technological, and climate conditions, and the impact these have on organisations and workforces. This is the programme that enables students to be future-proof.

Students will learn about a wide range of organisational functions such as economics, finance, marketing, human resource management, strategy and operations, while specialising in a range of contemporary organisational perspectives and leadership practices. Optional modules on coaching and mentoring, transformations in work, and project management with data analytics allow for further specialisation in the final year.

This programme has the following distinctive features:

Foundation year: A confidence-building, scaffolded, programmatic foundation year develops students key scholarly, personal and professional skills providing a solid foundation for the rest of the degree.

Transferable enterprise employability skills: The programme focuses on developing a diversified skill set, including technical competencies, digital literacy, critical thinking, ethical values, emotional intelligence, resilience, and communication skills. This approach aims to produce graduates who are work-ready and able to succeed and flourish.

Practice-Led and engaged with industry: Grounded in a practice-led approach, the curriculum integrates cutting-edge research, ethics, and sustainability. This provides students with practical insights. Engaging closely with employers, entrepreneurs, and professional bodies, students are encouraged to explore diverse applications of acquired skills. Integrated activities, such as fieldwork, pitches and industry guest lectures, enrich the learning experience and offer networking opportunities.

Digital Capability: Technological literacy is essential for future business leaders to

thrive; the programme recognises the importance of digital literacy and students are taught to use a range of digital tools effectively. Whilst the changes in this area are rapid, Emerging Technologies (ET) including Artificial Intelligence (AI) are transforming modern business. As Business educators, we embed practical application but also critical evaluation of the ways in which digital tools may impact on future enterprises.

Sustainability: Students will study core modules that focus on ethical and sustainable practices. Through practical application and use of real-world case studies, students are challenged to consider their role in shaping a sustainable future.

Professional Practice development: A distinctive feature of the programme is the professional development stream, which is embedded as a core module in the curriculum at every level. This stream supports students' developmental journey, offering group mentor support and providing the structure to allow students to develop a compelling narrative of their degree journey to present to potential employers.

Educational Aims: The overarching aim of the University's Learning and Teaching (L&T) Strategy is that "our students will enjoy a personalised, inclusive and transformative experience that empowers them to be engaged, committed and passionate learners who thrive in our university environment and achieve their best".

The BA (Hons) Management and Leadership programme endeavours to provide personalised experiences for all students, where possible grounding learning through engagement with professionals, and authentic assessments that allow students to test concepts in practice and reflect on their own experiences of organisations. In addition, all students are actively required by the curriculum to pursue beyond-campus experience of some sort i.e. via a placement, internship, paid work, volunteering, cross cultural team work or overseas study. Student achievement is supported by a clear professional practice and personal development strand that sits across all three years of study and facilitates the transition into, through, and beyond Higher Education, with the ultimate aim of enabling enterprise, employability, and lifelong learning.

The programme supports the UWE Bristol widening participation strategy by enabling students to undertake a foundation year before progressing to level 4 of the programme.

Educational Aims:

1. Provide students with high quality learning and teaching experiences that are practice-led, and sustain a culture of student-centred learning, incorporating current research to ensure learning is research-informed.
2. Provide students with an in-depth knowledge and critical understanding of the changing external environment, marketing and management of profit and not for profit businesses.
3. Develop students' independent thinking and informed understanding of contemporary management and leadership issues and debates, in order to apply academic theory to practice.
4. Develop students' enquiring approaches to the analysis of management and leadership problems so that relevant conclusions and recommendations can be communicated effectively and appropriately.
5. Develop students' collaborative skills, strong sense of self and life-long learning skills, including ethical, personal, and social responsibility as global citizens.
6. Prepare students with the enterprise and employability skills and attributes necessary to plan effectively for their chosen future and be able to undertake appropriate personal development for a career in business management and/or leadership, or further study.

Programme Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Programme Learning Outcomes

- PO1. Knowledge and understanding
Demonstrate a systematic, thorough, and comparative appreciation of the interdisciplinary nature of the business management and leadership field; with a detailed knowledge and critical understanding of core and specialist optional subjects including organisational behaviour, the role of marketing, project management, human resource management, and leading change in enterprise and organisations.
- PO2. Critical analysis
Apply conceptual understanding and appropriate evidence and data to critically analyse management and leadership problems and make informed, evidence-based decisions, with an appreciation of context, ambiguity, uncertainty, risk and commercial considerations.
- PO3. Skills and attributes
Apply the skills and attributes necessary to work collaboratively and individually, in a business context and digital world; effectively communicating complex information, ideas, problems, and solutions as appropriate to the needs of varied and different audiences.
- PO4. Personal and professional futures
Demonstrate self-awareness informing the learners' ongoing personal and professional development, alongside a reflective understanding of how the knowledge and skills developed throughout the programme can enhance their entrepreneurial thinking, management and leadership practice, and employability.
- PO5. Social value and sustainability
Demonstrate a critical understanding of the learners' role and social responsibilities as global citizens, and the sustainable development goals and activities of managers and organisations in society.

Assessment strategy: Assessments are designed programmatically so as to facilitate a progression through differing levels of complexity at each level of study:

Level 3 (foundational knowledge) - The foundation year is designed to support students to acquire appropriate academic skills, to start the exploration of their professional identities, and to create a development plan. It gives students the

opportunity to focus on development and confidence-building. Assessment is principally through portfolio assessments which are designed to demonstrate learning and development through the year.

Level 4 (remembering and understanding), a sound knowledge and understanding of the underlying concepts of a subject and ability to evaluate and interpret these.

Level 5 (applying and analysing) , a knowledge and critical understanding of the established principles of the field of study, the ability to apply these principles more widely and analyse them critically.

Level 6 (evaluating and creating), a systematic understanding of a complex body of knowledge, some of it at the current boundaries of the academic discipline, with the ability to critically apply and evaluate arguments and assumptions appreciating uncertainty and the limits of knowledge.

Opportunities to demonstrate achievement of the learning outcomes are provided through the following assessment methods which are assessed against publicised marking criteria:

1.Regular formative assessment is used at all Levels to monitor students' progress and provide feedback about knowledge and understanding gained and development of skills and attributes, providing an opportunity for identifying and rectifying students potential challenges, as well as contributing to summative assessment in some instances.

2.Presentations and Posters (individual and collaborative) are formally and informally assessed for content and process in modules at each level. In addition to assessing the students' analytical skills and relevant theoretical understanding, these provide opportunities to assess students' oral communication skills and prepare them for presentation processes common in business environments, These include opportunities for peer review assessment, where group members can allocate marks to reflect each group member's contribution when working collaboratively. This also provides an opportunity for personal reflection.

3. Written assignments, projects, case study's, reports, and set exercises. These are expected to be well written and presented and are used to assess the students' development of key skills; as well as theoretical knowledge and critical understanding. They provide opportunities for in depth focus on specific business related issue.

4. Professional practice portfolios of evidence demonstrates that students have developed the required professional skills and attributes for a career in business. Students will also reflect and comment on their own learning and personal development.

5. Formal examinations are used where they are the most appropriate assessment approach for assessing students' theoretical understanding and critical abilities. The University has systems in place to ensure that examining procedures are moderated and regulated.

6. In line with inclusionary learning and teaching principles the programme provides alternative assessment proposals where students with logistical or other difficulties can elect to submit in an alternative format. This relates primarily to presentations/vivas and in these instances students will be offered a choice of face to face, online or recorded formats where possible. With regard to group work, while this occurs in many modules, collaborative working is assessed summatively in the professional practice modules where group activities are undertaken and group mentor support is provided.

Student support: Programme and Module leaders

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

Mentor Groups and Personal Tutors:

As part of the programmatic design, in the year-long professional practice modules

students are allocated to mentor groups. It is intended that, in the main, students remain in their mentor groups throughout the duration of the programme, creating peer to peer understanding and support. This integrates the personal tutors as group mentor within a taught and portfolio assessed module strand. The Personal Tutor, is 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 embedded relational approach to student support enables wellbeing to be addressed through the curriculum, and students direct academic personal support at the individual and group level.

Careers support:

Careers support is integrated throughout the programme and aligns with the UWE career framework with direct input from UWE careers team. The UWE Careers support team provide students with extensive support in preparation for going on placement or taking up internships. Careers also offer support on developing the skills, experience and knowledge necessary for improving employability prospects. The service provides high quality professional advice and guidance focusing on enabling students to take control of and responsibility for their own career planning and progression/development. Students 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.

Placement support:

Student placements are valuable because they allow individuals to gain real-world experience and skills that increase employability. We have a strong, growing network of placement organisations.

Study Year Abroad:

Students will also have opportunities to study overseas on courses that are taught in English and relevant to the degree and programme . The study year abroad is not a paid placement. Students are selected for this through a competitive process.

Study Facilities:

The Bristol Business School has state-of-the-art facilities within which students have access to cutting-edge learning spaces such as financial trading rooms.

The programme works closely with the University Future Space at Frenchay campus which incubates, hatches and provides a location for robotics, biosciences and biomedicine start-ups. In turn, this provides students with practice based experience via engagement with business-in-development through case studies and live briefs.

Designed with student input, the Business School building offers learning spaces for individual and group study, plus bookable conference rooms. It is a space for students and businesses to come together, collaborate and form new partnerships.

In our specialist library and learning hub, business librarians manage collections to support student research.

Student Advisors

For concerns of a personal nature, students can access help from Student Advisors. Student Advisors provide timely, accurate and confidential advice on all aspects of provision, for example: coursework and examination arrangements, personal circumstance procedures, progression, problems with studying or meeting deadlines, financial matters, and ill-health, amongst others. Student Advisors also play an important role in signposting students to wider support services provided by the University. This service is supplemented by extensive online resources.

Student Union and Course Representatives

An important part of the programme is the involvement of students. Two or three student representatives are elected to serve on the Student Representatives and 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. These meetings feed directly into the governance structures at the university.

Disability Services

Support for students with learning adjustments is coordinated centrally through Disability Services. This acts as a holistic service for students and applicants to the University and also supports the academic and administrative staff.

Part B: Programme Structure

Year 1

Full-time and Sandwich students must take 120 credits from the modules in Year 1.

Year 1 Compulsory Modules (Full-time and Sandwich)

Full-time and Sandwich students must take 120 credits from the modules in Compulsory Modules (Full-time and Sandwich).

Module Code	Module Title	Credit
UMCTEB-90-0	Foundational Concepts in Business and Law 2027-28	90
UMCTEC-30-0	Foundations in Professional and Personal Development Planning 2027-28	30

Year 2

Full-time and Sandwich students must take 120 credits from the modules in Year 2.

Year 2 Compulsory Modules (Full-time and Sandwich)

Full-time and Sandwich students must take 120 credits from the modules in Compulsory Modules (Full-time and Sandwich).

Module Code	Module Title	Credit
UMPT6H-30-1	Business and Economic Environments 2028-29	30
UMMT8L-30-1	Entrepreneurial Decision Making 2028-29	30

UMKD6J-15-1	Principles of Marketing 2028-29	15
UMOTJG-30-1	Professional Knowledge: Management and Leadership Perspectives 2028-29	30
UMAT6G-15-1	Using Financial Information for Business 2028-29	15

Year 3

Full-time and Sandwich students must take 120 credits from the modules in Year 3.

Year 3 Compulsory Modules (Full-time and Sandwich)

Full-time and Sandwich students must take 120 credits from the modules in Compulsory Modules (Full-time and Sandwich).

Module Code	Module Title	Credit
UMOTJH-15-2	Leadership and Change in a Contemporary Context 2029-30	15
UMOTJJ-30-2	Professional Skills: Researching Management and Leadership Practices 2029-30	30
UMST8P-30-2	Strategy, Innovation, and Operations 2029-30	30
UMOTBC-30-2	Perspectives on Social and Organisational Behaviour 2029-30	30
UMPT8G-15-2	Applied Human Resource Management 2029-30	15

Year 4

Full-time students must take 120 credits from the modules in Year 4.

Sandwich students must take 15 credits from the modules in Year 4.

Placement or Study Year Abroad:

Students taking the 5 year Sandwich (SW) route must choose and pass one of the following options:

UMCT6K-15-3 Practice Based Learning Year; or

UMCT8T-15-3 Study year abroad learning

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

Year 4 Compulsory Modules (Full-time)

Full-time students must take 75 credits from the modules in Compulsory Modules (Full-time)

Module Code	Module Title	Credit
UMOTJK-30-3	Advances in Organisational Leadership 2030-31	30
UMOT6W-15-3	Social Value and Sustainability for Business 2030-31	15
UMOTJL-30-3	Professional Development: Leading Change Consultancy 2030-31	30

Year 4 Optional Modules (Full-time) - List A

Full-time students must take 30 credits from the modules in Optional Modules (Full-time) - List A

Module Code	Module Title	Credit
UMOTBN-30-3	Coaching and Mentoring in Organisations 2030-31	30
UMSTAX-30-3	Project Management with Data Analytics 2030-31	30

UMPTBP-30-3	Transformation of work 2030-31	30
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Year 4 Optional Modules (Full-time) - List B

Full-time students must take 15 credits from the modules in Optional Modules (Full-time) - List B

Module Code	Module Title	Credit
UMCDKD-15-3	Cross Cultural Learning 2030-31	15
UMODT5-15-3	Work Based Learning 2030-31	15

Year 4 Optional Modules - Placement (Sandwich)

Sandwich students must take 15 credits from the modules in Compulsory Modules (Sandwich)

Module Code	Module Title	Credit
UMCT8T-15-3	Study Year Abroad Learning 2030-31	15
UMCT6K-15-3	Practice-Based Learning Year 2030-31	15

Year 5

Sandwich students must take 105 credits from the modules in Year 5.

Year 5 Compulsory Modules (Sandwich)

Sandwich students must take 75 credits from the modules in Compulsory Modules (Sandwich).

Module Code	Module Title	Credit
UMOT6W-15-3	Social Value and Sustainability for Business 2031-32	15
UMOTJL-30-3	Professional Development: Leading Change Consultancy 2031-32	30
UMOTJK-30-3	Advances in Organisational Leadership 2031-32	30

Year 5 Optional Modules (Sandwich)

Sandwich students must take 30 credits from the modules in Optional Modules (Sandwich)

Module Code	Module Title	Credit
UMOTBN-30-3	Coaching and Mentoring in Organisations 2031-32	30
UMSTAX-30-3	Project Management with Data Analytics 2031-32	30
UMPTBP-30-3	Transformation of work 2031-32	30

Part C: Higher Education Achievement Record (HEAR) Synopsis

This programme is specifically designed to provide a comprehensive business management education with a specialism in contemporary leadership practice. Over the course of the programme students will complete modules that equip them with a broad foundation in business management knowledge and skills, and the intellectual and critical capability to analyse and respond to evolving challenges of leadership across contexts. The programme requires students to work independently and collaboratively, demonstrate strong information literacy, a spirit of enquiry and to be reflective in practice. The programme aims to produce graduates who understand their role and ongoing contribution as global citizens. Successful graduates are likely to find employment in a range of business management or leadership roles.

Part D: External Reference Points and Benchmarks

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

UWE reference points and benchmarks:

The teaching and learning approach of Bristol Business School, and UWE as articulated through its Teaching and Learning Governance structures and committees.

UWE, Bristol Strategy 2030:

UWE Academic Regulations

UWE learning and teaching strategy

Digital Learning Service in CBL Team

University policies

Enhancement Framework

QAA/ FHEQ and OFS reference points and benchmarks

QAA Framework for Higher Education; and OFS sector regulatory standards

OFS Framework for Higher Education Qualifications (2022)

QAA Assessment overview

QAA Quality code: assessment

QAA Subject Benchmarks

Future employability reports:

The Chartered Management Institute (CMI) (2021)

World Economic Forum (WEF) on the future of work (2023)

CBI education and skills survey 2022

Staff research projects:

Wherever possible staff are encouraged to utilise 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.

Student consultation:

Student consultation is ongoing on feeds directly into the continued improvement of the programme.

Part E: Regulations

Approved to University Regulations and Procedures: Academic regulations and procedures - Academic information | UWE Bristol

It is the Award Board's responsibility to determine whether the student's attainment at FHEQ Level 3 is sufficient to progress to Level 4.