PROGRAMME SPECIFICATION

Part 1: Information	
Awarding Institution	University of the West of England
Teaching Institution	University of the West of England
Delivery Location	University of the West of England
Study abroad / Exchange / Credit recognition	
Faculty responsible for programme	Faculty of Business and Law
Department responsible for programme	Business and Management
Professional Statutory or Regulatory Body Links	Chartered Management Institute (CMI)
Highest Award Title	BA (Hons) Business Management and Leadership
Default Award Title	
Interim Award Titles	BA Business Management and Leadership Dip HE Business Management and Leadership CertHE Business and Management
UWE Progression Route	
Mode of Delivery	Sandwich, Full-time
ISIS code/s	N201 (SW), N20113 (FT)
For implementation from	September 2017 (new intake)

Part 2: Description
The BA(Hons) Business Management and Leadership, offers students a current and integrated business education covering the main disciplines and operational areas of business and leadership with a specific focus on the knowledge and competencies associated with effective business management and current theories and issues of leadership. 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 to the programme that is designed to develop transferable skills and 'brain habits' and that facilitates the transition into Higher Education and underpins employability and lifelong learning. The programme aims to enable students to:

Part 2: Description

- acquire a critical understanding of organisations, their management and leadership 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 and leadership 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 and leadership 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.

Description of Distinctive Features and Support

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

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

An integrated business and management programme that focuses on developing the knowledge, skills and attributes commensurate with the development of a career in management or leadership, with a particular emphasis on acquiring a critical understanding of issues, debates and techniques associated with contemporary approaches to understanding leadership. The programme of study covers a broad spectrum of disciplines and business functions, including marketing, operations and strategy, challenges students in their ways of thinking, behaving and learning, and promotes ethics & ethical decision-making, sustainability and global citizenship as central to the conduct of effective business and management.

Regulations

A: Approved to University Regulations and Procedures

Part 3: Learning Outcomes of the Programme

Learning Outcomes:	Enterprise and Entrepreneurship	Introduction to Business Management	Contemporary Business Issues	HRM and Leadership in Context	Understanding the Market Process	Business Decision Making	Understanding Organisations & People	Understanding Business and Financial Information	Research Methods for Business	Management Skills	Managing People	Managing Business Processes	Accounting Information for Business	The Experience & Practice of Organisations	Research in HRM and Leadership	Organisational Leadership	Leadership and Organisational Development	Final Year Projects	Strategic Management	Coaching in Organisations	Advances in Leadership
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	√							√			√	√					√				
Information systems for managerial applications	√	√					√	√			√	√					√				
Operations																					
The management of financial, information and human resources and operations and their impact on organisational performance	√	√		√		√					√						√			√	√
Organisations, People and Management																					
The nature of work and organisations		√	√				√			√	√					√	√	√	√	√	√
Management Theory		√	√	√		√	√			√	√	√				√	√	√	√	√	√
The management and development of people		√	√				√			√	√	√				√	√	√	√	√	√
Managing Diversity		√	√				√				√					√	√	√		√	√
Business innovation, creativity and enterprise development	√	√	√		√						√						√		√	√	√

Part 3: Learning Outcomes of the Programme

Communication and information technology (CIT)																				
The management of information systems	√	√				√		√					√							
Use of communication and information technology	√	√				√												√		
Digital Business management	√	√	√		√															
Business Strategy and decision making																				
Business Statistics and decision making				√		√		√					√							
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	√	√	√						√	√								√		
Additional Subject Specific Learning outcomes																				

(B) Intellectual Skills

Information Literacy: gather and critically evaluate information and information from a range of sources.		√	√	√	√	√	√		√		√	√		√	√	√	√	√ √	√	√
Creativity and inventiveness in approaches to problem solving	√	√			√			√		√				√	√	√	√		√	√
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					√			√						√	√	√	√		√	√

Part 3: Learning Outcomes of the Programme

Learning Outcome	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Evaluate and analyse primary data, both qualitative and quantitative.			√		√			√				√			√		
(C) Subject/Professional/Practical Skills																	
The ability to manage a range of financial controls in an organizational context.	√					√			√				√				
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 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	√	√	√					√				√	√	√	√	√	√

Part 3: Learning Outcomes of the Programme

	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16	C17	C18	C19	C20
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	√							√				√		√			√			

Part 4: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time undergraduate student** including:

- level and credit requirements
- interim award requirements
- module diet, including compulsory and optional modules
-

ENTRY		Compulsory Modules	Optional Modules	Awards
	Level 1	UMCDMX-15-1 Introduction to Management UMAD4U-15-1 Understanding Business and Financial Information (BIM) UMPDM7-15-1 HRM and Leadership in Context UMOD63-15-1 Understanding Organisations and People (BIM) UMKD6J-15-1 Understanding the Principles of Marketing (BIM) UMPDN6-15-1 Contemporary Business Issues UMCDMT-15-1 Enterprise and Entrepreneurship UMCDN3-15-1 Business Decision Making for Management	There are no optional modules at level 1	Cert HE Business and Management *Credit requirements:* 120 at the appropriate level

	Compulsory Modules	Optional Modules	Interim Awards
Level 2	UMPDM5-15-2 Management Skills UMPDM3-15-2 Managing People UMODHM-15-2 Organisational Leadership UMAD5H-15-2 Accounting Information for Business (Business, International and Management) UMMD7K-15-2 Managing Business Processes (Business, International and Management) UMOD67-15-2 The Experience and Practice of Organisations UMPDMS-15-2 Research in HRM and Leadership UMCDM8-15-2 Research Methods for Business	There are no optional modules at level 2	DipHE Business Management and Leadership *Credit requirements:* 240 at the appropriate level

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 210 credits

	Compulsory Modules	Optional Modules	Interim Awards
Level 3	**Compulsory Modules** UMCD9T-30-3 Work-based Enquiry Project (30 credits) OR UMCD9W-30-3 Critical Business Enquiry Project (30 credits) OR UMCD9Q-30-3 Enterprise Project (30 credits) OR UMCDHU-30-3 Applied Business Project (30 credits) OR UMCDFS-30-3 Business Project (30 credits) UMSD7T-15-3 Strategic Management (BIM) (15 credits) UMOD6G-15-3 Coaching in Organisations (15 credits) UMODHN-30-3 Leadership and Organisation Development (30 credits) UMODHL-15-3 Advances in Leadership	**Optional Modules** One option should be selected up to a maximum value of 15 credits from the following Faculty approved modules: (subject to availability) UMSD84-15-3 Entrepreneurship: Ideas and Practice UMMD7P-15-3 Project Management UMED95-15-3 Sustainable Business UMSD89-15-3 Virtual Business UMKD75-15-3 Events and Festival Management UMPD7F-15-3 Human Resource Development and Knowledge Management UMCDKM-15-3 Work Integrated Learning *Additional options, as appropriate and available, may be offered through the annual Online Module Choices process each year* Students who have completed a Placement or SYA (and passed the relevant module) are not required to complete an option.	**Interim Awards:** BA Business Management and Leadership (SW) BA Business Management and Leadership (FT) *Credit requirements* 300 credits at the appropriate levels

Part 5: 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.
:
Tariff points as appropriate for the year of entry - up to date requirements are available through the courses database.

Part 6: Reference Points and Benchmarks

Set out which reference points and benchmarks have been used in the design of the programme:

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 Strategy 2020
    -
    - UWE Charter Strategy

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

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First CAP Approval Date	CAP 22 May 2014			
Revision CAP Approval Date *Update this row each time a change goes to CAP*	31 January 2017	Version	4	link to RIA
			5	
			6	
Next Periodic Curriculum Review due date	*2021*			
Date of last Periodic Curriculum Review				