



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		
Study abroad / Exchange / Credit recognition			
Faculty responsible for programme	Faculty of Business & 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	BA (Hons) Leadership and Management Practice		
Default Award Title			
Fall-back Award Title			
Interim Award Titles	BA Leadership and Management Practice Dip HE Leadership and Management Practice CertHE Leadership and Management Practice		
UWE Progression Route			
Mode(s) of Delivery	Work Based Learning		
Codes	UCAS:	JACS:	
	ISIS2: N29Y	HESA:	
Relevant QAA Subject Benchmark Statements	Business and Management		
First CAP Approval Date	14 July 2016	Valid from	September 2017
Revision CAP Approval Date		Revised with effect from	
Version	1		
Review Date	September 2023		

Part 2: Educational Aims of the Programme

The BA(Hons) Leadership and Management Practice, offers students a work based, current and integrated business education covering the main disciplines and operational areas of management and leadership with a specific focus on the knowledge and competencies associated with effective management practice and current theories and issues of leadership. The curriculum aims to challenge

Part 2: Educational Aims of the Programme

students in their ways of thinking, behaving, learning, and issues of ethics & ethical decision making, sustainability and global citizenship are embedded throughout. The programme is work-based and actively seeks input from the external environment where student learning is grounded in the external context e.g. assessments that require students' opportunities to test out concepts in practice and reflections on their own experience in their employing organisation. In addition, all students are encouraged by the curriculum into actively locating their knowledge and competencies in their work-based experience. 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 learning and underpins employability and lifelong learning.

The programme aims to enable students to:

- acquire a critical understanding of organisations, their leadership and management and the changing external environment in which they operate;
- be equipped with the employability attributes and skills necessary for a career in management;
- develop an analytical and enquiring approach in the analysis of leadership and management issues 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 management 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.

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

This course is a fully integrated work based learning degree specifically designed to deliver and test both academic and on-the-job learning. The programme offers students a current and integrated business education covering the main disciplines and operational areas of leadership and management with a specific focus on knowledge and practice-based competencies associated with effective management and leadership. Successful completion of the programme requires students to be analytical and critical of theory, process and practice. Student learning is Work-Based and so grounded in the external context of their employment and assessments require students' to 'test out' concepts in practice and reflect on their own work-based experience of organisations.

Part 3: Learning Outcomes of the Programme

Learning Outcomes:	UMODL7-15-1*	UMADL8-15-1	UMODL9-15-1	UMPDLE-15-1	UMMDLD-15-1	UMKDLG-15-1	UMODLY-15-1*	UMCDLB-15-1	UMMDLF-15-2*	UMODLA-15-2	UMODLJ-15-2*	UMMDLK-15-2	UMADLG-15-2	UMKDLL-15-2	UMSDLN-15-2	UMCDLH-15-2	UMPDLM-15-3	UMSDLP-15-3*	UMODLR-15-3*	UMCDLQ-15-3	UMCDLT-30-3	UMCDLS-30-3
(A) Knowledge and understanding of:																						
1. Operational strategy				Y		Y			Y						Y	Y		Y	Y	Y	Y	Y
2. Project management								Y				Y				Y			Y	Y	Y	Y
3. Business finance		Y											Y			Y				Y	Y	Y
4. Sales and Marketing						Y								Y		Y				Y	Y	Y
5. Digital Business and New technologies					Y										Y	Y				Y	Y	Y
6. Leading People										Y	Y					Y	Y		Y	Y	Y	Y
7. Managing People				Y							Y					Y	Y	Y	Y	Y	Y	Y
8. Applied Business and Management Research		Y						Y			Y					Y				Y	Y	Y
9.																						
10. Communication	Y	Y	Y	Y	Y	Y	Y			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
11. Developing collaborative relationships	Y		Y	Y			Y			Y	Y		Y	Y		Y	Y	Y	Y	Y	Y	Y
12. Awareness and management of self and others	Y		Y	Y			Y			Y	Y		Y	Y		Y	Y	Y	Y	Y	Y	Y
13. Decision making		Y	Y		Y		Y		Y				Y		Y			Y				Y

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(B) Intellectual Skills																						
1. Gather and critically evaluate evidence and information from a range of sources.	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
2. Identify and analyse business problems in a range of contexts using appropriate concepts and frameworks.	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
3. Draw conclusions, develop judgements, create and evaluate alternative solutions and make decisions on their application.	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
4. Apply these skills in a range of complex and unpredictable Work-based contexts.	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
(C) Subject/Professional/Practical Skills																						
1. Operational strategy: Supporting the development of, and delivery, effective organisational strategies and plans				Y		Y			Y						Y	Y		Y	Y	Y	Y	Y
2. Project management: Plan, organise and manage resources in order to develop, implement, and manage project plans, initiate and lead change, so as to achieve organisational goals								Y				Y				Y			Y	Y	Y	Y
3. Business finance: Manage budgets, control expenditure and produce financial reports.		Y											Y			Y				Y	Y	Y

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4. Sales and Marketing: develop evidence based creative approaches to meeting customer needs to determine and drive customer service outcomes and improve customer relationships.						Y								Y		Y				Y	Y	Y
5. Digital Business and New technologies: Identify service/organisational improvements and opportunities for innovation and growth, using qualitative and quantitative analysis of information and data and benchmarking against others.					Y										Y	Y				Y	Y	Y
6. Leading People: Articulate organisational purpose and values. Supporting the creation of an inclusive, high performance work culture.	Y		Y				Y			Y	Y	Y				Y	Y		Y	Y	Y	Y
7. Managing People: Build teams, empower and motivate others to improve performance or achieve outcomes. Delegate to others, provide clear guidance and monitor progress. Set goals and accountabilities.	Y		Y	Y			Y			Y	Y	Y				Y	Y	Y	Y	Y	Y	Y

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<p>8. Applied Business and Management Research: identify organisation issues and select appropriate tools and techniques to explore them, using evidence-based tools and ethical approaches to undertake problem solving and critical analysis, synthesis and evaluation to support decision making. Produce reports that clearly present information and data, using a range of interpretation and analytical processes and make evidence supported recommendations effectively.</p>		Y						Y								Y				Y	Y	
(D) Transferable skills and other attributes																						
<p>1. Communication: Communicate clearly, effectively and regularly using oral, written and digital channels and platforms. Use active listening and open questioning to structure conversations and discussions, and able to challenge when appropriate. Manage and chair meetings and clearly present actions and outcomes. Apply influencing and persuading skills, to the dynamics and politics of personal interactions.</p>	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	y	y	Y

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2. Developing collaborative relationships: Build rapport and trust, develop networks and maintain relationships with people from a range of cultures, backgrounds and levels. Contribute within a team environment. Effectively influence and negotiate, being able to have challenging conversations and give constructive feedback. Work collaboratively with internal and external customers and suppliers.	Y		Y	Y			Y			Y	Y	Y		Y		Y	Y	Y	Y	y	y	Y
3. Awareness and management of self and others: Reflect on own performance, identifying and acting on learning and development needs. Understand impact on others. Manage stress and personal well-being, being confident in knowing core values and drivers. Create personal development plan, and use widely recognised tools and techniques to ensure the management of time and pressure effectively, and prioritisation and strategic alignment of activities.	Y	Y	Y	Y			Y	Y		Y	Y			Y		Y	Y	Y	Y	y	y	Y
4. Decision making: Use evidence-based tools and ethical approaches to undertake problem solving and critical analysis, synthesis and evaluation to support decision making		Y	Y		Y		Y	Y	Y			Y	Y		Y	Y		Y	Y	y	y	Y

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5. Taking responsibility: Drive to achieve in all aspects of work Demonstrates resilience and determination when managing difficult situations Seeks new opportunities underpinned by commercial acumen and sound judgement.		Y	Y	Y				Y		Y	Y	Y	Y		Y	Y	Y	Y	Y	y	y	Y
6. Being Inclusive: Open, approachable, authentic, and able to build trust with others Seeks the views of others and values diversity internally and externally.		Y	Y	Y			Y				Y			Y		Y	Y		Y	y	y	Y
7. Organisational Agility: Flexible to the needs of the organisation Is creative, innovative and enterprising when seeking solutions to business needs Positive and adaptable, responding well to feedback and need for change Open to new ways of working and new management theories.		Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	y	y	Y
8. Professionalism: Sets an example, and is ethical, fair, consistent and impartial Operates within organisational values	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	y	y	Y

Part 4: Student Learning and Student Support

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

This programme is centred on students 'learning by doing' and the emphasis is located on problem-posing learning rather than rote teaching, that draws on student and peer experiences associated with the philosophy of the Chartered Manager Degree Apprenticeship (CMDA). In line with the requirements of the Chartered Manager Degree Apprenticeship (CMDA), students are required to be employed for a minimum of 30 hours a week in paid employment, which provides the context for their work based learning.

The programme is a 3 way partnership between the student/ employee, employer, and Bristol Business School and will require the signing of a formal *Tripartite agreement between employer/ BBS/ student* where the employer will agree to provide 1) a reviewer panel member for final synoptic assessment workplace; 2) a mentor that can a) ensure the students access to appropriate work based opportunities for completing assessment; and b) provide a point of liaison with UWE regarding the programme of study.

Mentor support and training will also be provided, so as to enable the workplace mentor to understand the requirements of the role and to support them in taking up role.

The teaching, learning and assessment strategies of this programme are integrated work based learning and are located within the context of the employing organisation

Modules will typically be studied on a day release basis, one day per week, although employer preference may dictate a different delivery pattern. Contact time per 15 credit module will equate to 3 hours per week over a 12 week teaching block. There is a focus on flipped delivery supported by technology, here the delivery of core theoretical concepts moves from the classroom into the online space and face to face sessions focus on collaborative learning, sense making and sharing of experiences. Post session (face to face) online activities help the student to apply their learning to the context of their organisation and personal and professional development.

On the BA (Hons) Leadership and Management Practice programme teaching is a mix of *scheduled, and independent learning within a work based learning context*. For the BA(Hons) Leadership and Management Practice:

Scheduled learning includes lectures, seminars/workshops, 'lectorials' (a mix of lecture and seminar), action learning sets, 'webinars' (synchronous online seminars) group project supervision and individual supervision, some of which may also be facilitated in an online environment.

Blended Learning as a work based learning programme which is typically delivered through day release delivery pattern with a focus on flipped delivery supported by technology. It is intended that, in the main, the delivery of core theoretical concepts move into the online space and face to face sessions focus on collaborative learning, sense making and sharing of experiences. Post session (face to face) online activities help the student to apply their learning to the context of their organisation. This programme is supported by a strong online learning presence enabling students to learning in-situ whilst away from the university locale.

Independent learning includes hours engaged with essential reading, reviewing session content, preparation for classes, assignment preparation and completion, exam revision, etc.

Description of the teaching resources provided for students

Teaching and Learning

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 develop as professional learners through being able to integrate theory and practice within their professional roles, it is intended that students will progress to a high level of autonomy in their learning and view their learning as an ongoing process over which they have some agency, and which they are free to challenge.

Part 4: Student Learning and Student Support

Teaching resources:

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 strongly supported by on-line learning Blackboard. As a work based learning programme, student learning is centered on the student's employment, their associated practice-based engagement is a central focus of the supporting classroom experience. Learning thus utilises the students own real life example case studies, as well as 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 Higher education learning and underpin professional development, employability and lifelong learning. These Personal and Academic Literacies – study, research, and employability skills – are developed at all levels of the programme as follows:

	Professional Development Strand	Applied Research strand
Year 1	<ul style="list-style-type: none">• Introduction to management• EWBL portfolio 1	EWBL1 : Research in the Workplace
Year 2	<ul style="list-style-type: none">• Managing People1• EWBL Portfolio 2	EWBL 2: Project
Year 3	<ul style="list-style-type: none">• Developing Leadership and Management Practice 2• EWBL portfolio 3	EWBL 3: Project
Year 4	<ul style="list-style-type: none">• EWBL Portfolio 4	EWBL 4: Synoptic Project

Whilst these 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 modules as identified above in part 3.

The teaching and learning methods used in the programme intend to challenge the existing perspectives of the students and encourage creative thinking. Many of the approaches used, work with students to develop their understandings of leadership and management 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, work based experience and use of debate and discussion. Through a problem-posing learning pedagogy students are encouraged and challenged to critically reflect on their thinking. Each year students draw together their learning through an integrative Evidencing Work Based learning Project which encourages students to bring together learning across their modules and their studies, creating a holistic learning experience, as part of this project students are required to complete a reflective learning portfolio evidencing their professional and academic development and enabling them the capture their learning journey. A final Level synoptic project allows students to explore a substantial issue utilising appropriate concepts, frameworks and methodologies in a highly independent manner. This synoptic project 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.

Learning Resources

All modules make use of a virtual learning platform, i.e. Blackboard, and electronic portfolios for web enhanced delivery and capturing learning, to at least the recommended minimum standard and for communications with students. However, there is a focus on flipped delivery and it is intended that learning will be supported by integral use of technology. It is intended that, in the main, the delivery of core theoretical concepts move into the online space and face to face sessions focus on collaborative learning, sense making and sharing of experiences. Post session (face to face) online activities help the student to apply their learning to the context of their organisation. This programme is supported by a strong online learning presence enabling students to learning in-situ whilst away from the university locale.

Part 4: Student Learning and Student Support

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. When on campus, students are also able to access an extensive programme of regular workshops on referencing management. 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 Leaders. 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, when on campus students can seek support from the Faculty's Academic Support Centre, an initiative intended to 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. Students are also able to access this support when they are working remotely from the university via email or to arrange meetings in advance for when they are on campus.

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.

Moreover, the programme is a 3 way partnership between the student/ employee, employer, and Bristol Business School and will require the signing of a formal *Tripartite agreement between employer/ BBS/ student* where the employer will agree to provide 1) a reviewer panel member for final synoptic assessment workplace; 2) a mentor that can support the student in the workplace to a) ensure the students access to appropriate work based opportunities for completing assessment; and b) provide a point of liaison with UWE regarding the programme of study.

UWE Careers can support students and graduates of this course with their continued professional development through the provision of impartial, high quality and professional advice and guidance enabling them to take control of and responsibility for their own career planning and professional development/progression. UWE Careers support includes: 1:1 careers appointments and drop-ins; on-line enquiry service; careers events and workshops; on-line resources in the form of UWE Infohub and Career Toolkit and is available during the undergraduate programme and for three years after graduation. All students are introduced to the Careers Service as part of an induction programme at the start of their studies.

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 Academic Advice 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

Part 4: Student Learning and Student Support

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 chaired by programme leaders. 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 leaders. 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 depression;
- The Living Centre, for support with faith and spiritual matters;
- 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.

Description of any Distinctive Features

The BA (Hons) Leadership and Management Practice is a fully integrated work based learning degree course specifically designed to deliver and test both academic and on-the-job learning.

Student support is offered through a tripartite arrangement where the student is supported in practice by a work place mentor. Quarterly review meetings will take place between the employer (workplace mentor) and BBS (programme tutor). These will also offer an opportunity for supporting the workplace mentor.

As a work-based programme which engages closely with employers and has a student centered, practice-led, learning ethos, this programme directly supports the university's ambition to be recognised for the success and impact of our professionally-recognised and practice-oriented programmes; our strong industry networks and connections; our agile ways of working; and our inclusive and global outlook and approach.

Part 5: Assessment

Approved to [University Regulations and Procedures](#)

Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

Assessment is an integral part of the teaching and learning process, students are exposed to a variety of assessment methods with a strong focus on work-based learning that assesses their ability to integrate theory and practice and which promote the growth of their life-long learning skills, preparing them to make a contribution to employability.

Assessments will be through learning portfolios, reflective essay/ personal development plans, essays, exams, oral assessment and presentation, practical skills assessment, integrative projects, project reports, work based dissertation.

Assessment feedback helps students to ascertain their learning strengths and weaknesses and continuing development needs.

All assessments reflect the work-based nature of this programme, and are designed to facilitate a progression through differing levels of complexity at each level of study:

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

Part 5: Assessment

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 work based learning.

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
		Level 1 (Year 1)	UMODL7-15-1 Introduction to Management (15 credits) UMADL8-15-1 Understanding Business Finance (15 credits) UMODL9-15-1 Developing Leadership and Management Practice 1 (15 credits) UMODLY-15-1 Introduction to Management Decision Making (15 credits) UMPDLE-15-1 Managing People (15 credits) UMCDLB-15-1 Evidencing Work Based Learning 1 Research in the Workplace (15 credits)	There are no optional modules at level 1
	Level 1 (Year 2)	UMKDLC-15-1 Marketing for Managers (15 credits) UMMDLD-15-1 Introduction to Managing Digital Technologies in Business (15 credits)		<i>Cert HE Leadership and Management Practice</i> <i>Credit requirements: 120 at the appropriate level</i>



Level 2 (Year 2)	Compulsory Modules	Optional Modules	Interim Awards
	UMODLA-15-2 Leading People (15 credits) UMMDLF-15-2 Managing Operations in the Workplace (15 credits) UMADLG-15-2 Managing Business Finance (15 credits) UMCDLH-15-2 Evidencing Work Based Learning 2 Project (15 credits)	There are no optional modules at level 2	
Level 2 (Year 3)	Compulsory Modules	Compulsory Modules	Optional Modules
	UMODLJ-15-2 Developing Leadership and Management Practice 2 (15 credits) UMMDLK-15-2 Managing Projects in the Workplace (15 credits) UMKDLL-15-2 Sales for Managers (15 credits) UMSDLN-15-2 Managing Innovation in the Organisation (15 credits)		<i>DipHE Leadership and Management Practice</i> <i>Credit requirements: 240 at the appropriate level</i>

Year Out: *None*

This is a work based learning programme where students are required to be engaged in paid employment

	Compulsory Modules	Optional Modules	Interim Awards
 Level 3 (Year 3)	UMPDLM-15-3 Human Resource Management in the Workplace (15 credits) UMCDLQ-15-3 Evidencing Work Based Learning 3 Project (15 credits)	There are no optional modules at level 3	
	Compulsory Modules	Optional Modules	Interim Awards
Level 3 (Year 4)	UMSDLP-15-3 Strategy Practice and Process (15 credits) UMODLR-15-3 Leadership of Change (15 credits) UMCDLS-30-3 Evidencing Work Based Learning 4 Synoptic Project (30 credits) UMCDLT-30-3 Evidencing Work Based Learning 5 Extended learning portfolio (30 credits)		BA Business Leadership and management Practice <i>Credit requirements</i> 300 credits at the appropriate levels

GRADUATION

Part 7: Entry Requirements
<p>The University's Standard Entry Requirements apply with the following additions/exceptions*:</p> <p>Direct entry from school or college will require tariff points as appropriate for the year of entry - up to date requirements are available through the courses database.</p> <p>For those in relevant work, suitability is assessed on an individual basis.</p> <p>Students are required to be employed for a minimum of 30 hours a week in paid employment, which provides the context for their work based learning.</p> <p>The programme is a 3 way partnership between the student/ employee, employer, and Bristol Business School, UWE and will require the signing of a formal <i>Tripartite agreement between employer/ BBS/ student</i> where the employer will agree to provide 1) a reviewer panel member for final synoptic assessment workplace; 2) a mentor that can a) ensure the students access to appropriate work based</p>

Part 7: Entry Requirements

opportunities for completing assessment; and b) provide a point of liaison with UWE regarding the programme of study.

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 Business & Management and the following University and Faculty strategies and policies:

University strategies and policies

- University's 2020 Strategy
- UWE Charter Strategy
- Work Based Learning

Faculty strategies and policies:

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

- This programme meets the assessment plan requirements of the Chartered Manager Degree Apprenticeship (CMDA) as outlined by the Departments for Business, Innovation and Skills (BIS).
- In meeting the CMDA requirements the Chartered management Institute (CMI) accept this is a Level 6 qualification for Chartered manager status.

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 programme is based on the CMDA Apprenticeship Standard and as members of the Trailblazer group.

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](#).