



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	Business and Law
Department responsible for programme	Bristol Business School: Business and Management
Modular Scheme Title	Bristol Business School Undergraduate Scheme
Professional Statutory or Regulatory Body Links	
Highest Award Title	BA (Hons) (SW) Business Management with Law BA (Hons) (FT) Business Management with Law
Default Award Title	
Interim Award Titles	BA (SW) Business Management with Law BA (FT) Business Management with Law DipHE Business Management with Law CertHE Business Management with Law
UWE Progression Route	
Mode(s) of Delivery	Full-time
ISIS2 Codes	NM1A NM1A (SW), NM1A13 (FT)
For implementation from	September 2019 (new cohorts)

Part 2: Educational Aims of the Programme

The BA (Hons) Business Management with Law offers students a current and integrated business education covering the main disciplines and operational areas of business as well as the development of knowledge, skills and attributes relevant to Law..

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 provide students with 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.

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Part 2: Educational Aims of the Programme

- 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 a wide variety of business, management or Law related roles.
- 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.
- critically analyse and evaluate legal principles in a business context
- evaluate the interplay between business and law
- Analyse and solve legal and business problems

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.

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

Students are challenged in their ability to communicate, analyse and problem-solve, developing their intellectual capacity focusing on practical, enterprising and future-facing application within the legal arena and elsewhere. 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 the broadest range of modules, ensuring a breadth of knowledge to support students in their future career aspirations. Successful completion of the programme requires students to be independent, analytical and critical. It requires them to work effectively within diverse teams and demonstrate strong information literacy, a spirit of enquiry and to be reflective in practice. It will also require a broad theoretical and practical knowledge of a broad range of business functions and the broader international business environment.

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Part 3: Learning Outcomes of the Programme

To develop an entrepreneurial mindset

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Part 4: Student Learning and Student Support

Teaching and learning 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 that, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

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

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 the teaching resources provided for students

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 MySkills 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 support the learning of all students within the faculty by offering one-to-one appointments to discuss individual learning issues and workshops

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Part 4: Student Learning and Student Support

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.

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;
- 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.

Description of any Distinctive Features

The overarching aim of the Faculty's Learning Teaching & Assessment Strategy is *'to maximise student*

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Part 4: Student Learning and Student Support

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

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

The business modules are structured on the basis of 15 modules which are semesterised modules. In the final year students can choose 30 credit year-long modules as an optional module or if they have been on placement. Each semester consists of a 12 week teaching block following by a period of assessment. In each semester students study a mixture of 15 and 30 credit modules. Students therefore study 60 credits in business at each level and 180 business credits over the three levels.

The law modules are structured on the basis of 30 credit modules over the entire teaching year with assessment at appropriate periods, depending upon the nature of the assessment in any particular module. Students will study two 30 credit modules at level one and one 30 credit module at levels two and three.

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

The programme utilizes a first year 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 and law 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 business offering. They allow students to start to specialise around their particular area of interest. Students also develop research skills that link to the Level 3 Project. Students can select up to 30 credits of law modules from a range of options which will compliment elements of their business studies
- 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 Project (based on Placement or concurrent work experience). In addition students have two optional modules to select, which focus on specific economic areas of interest and can follow on from module choices at Level 2. These optional modules allow level three students to develop a deep understanding of the areas of business and Law in which they have

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Part 4: Student Learning and Student Support

a specialist interest.

- Students can select up to 30 credits of law modules from a range of options which will compliment elements of their business studies

Teaching, Learning & Assessment

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

To achieve this, an appropriate blend of learning approaches and opportunities have been integrated throughout the programme with an overall emphasis on active student participation. The Faculty 'blend' consists of face to face learning in large and small groups (lectures and seminars/ workshops) supported by on-line learning 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	Foundations for Law	Foundations for Law
Level 2	Managing People Management skills for Business and Law	Methods of Enquiry
Level 3	Managing Organisational Change	Work-Based Project or Critical Business Enquiry Project

Whilst the 30 credit modules in business and the 15 credit modules in law provide the focus for the development of skills, subject specific and transferable skills are further developed throughout the programme and in more depth in identified modules i.e. analytical and interpretive skills , numeric and problem-solving skills (and self-reflective capabilities.)

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 final year project allows students to explore a substantial issue utilising appropriate concepts, frameworks and methodologies in a highly independent manner. A final year 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

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Part 4: Student Learning and Student Support

problem and that they will be returning to the programme for a further period of reflection and learning after the placement is completed.

In addition to Placements there are opportunities for Study Year Abroad in a number of partner institutions who are able to offer relevant Business courses in English. Students are allocated to these places through a competitive process.

During Placement or Study Year Abroad students complete one 15 credit Level 3 module (*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 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.

Part 5: Assessment

A: Approved to [University Regulations and Procedures](#)

Where students are studying an accelerated version of the programme an approved variant to Academic Regulations & Procedure allow students to study more than 160 credits in any one academic year.

Assessment Strategy

The assessment strategy provides for a variety of modes of assessment which are employed at each Level and which are designed to test and enhance students' knowledge, skills and abilities as well as prepare them for the demands of the work place. These include written tests and exams, but also for example oral assessment, assignments and portfolios. The assessment methods deployed at different Levels of the programme are specifically designed to reflect the learning outcomes appropriate to that Level, and to encourage progression in the acquisition of both the knowledge base and skills appropriate to a student's development. More specifically, it is expected that students will progress from developing essential basic academic research and study skills in Level 1 to the development of problem-solving, critical evaluation, analytical and oral and written argumentative skills at Level 2 with their further refinement enhanced by a greater degree of reflection at Level 3. Some of these skills will be assessed early on in Level 2, and some will be assessed later at Level 3 following formative assessments in Level 2.

The programme team aims to develop a shared understanding with the students as to what constitutes high quality work in the respective modules. This shared understanding is achieved in a number of ways. Examples of this include students being provided with written guidance explaining the purpose of a particular assessment, the learning outcomes, general assessment criteria, marking guidelines as well as subject specific criteria; the students being provided with guidelines as to what constitutes a 1st, 2:1, 2:2, 3rd and a fail; students being provided with anonymised examples of good and poor work of students so that students can evaluate what makes a good assessment.

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Part 5: Assessment

Part 6: Programme Structure BA (Hons) in Business Management with Law

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

ENTRY	Compulsory Modules	Optional Modules	Interim Awards
Year 1	<p>UMCDMX-15-1 Introduction to Management</p> <p>UMAD4U-15-1 Understanding Business and Financial Information (BIM) (15 credits)</p> <p>UMPDN6 - 15-1 Contemporary Issues in Business</p> <p>UMCDMT-15-1 Enterprise and Entrepreneurship</p> <p><i>Law modules (60 credits)</i></p> <p>Law of Contract UJUTN3-30-1(30 credits)</p> <p>Foundations for Law UJUUKV-30-1(30 credits)</p>	<p>There are no optional modules at level 1</p>	<p>CertHE Business Management with Law</p> <p><i>Credit requirements: 120 at the appropriate level</i></p>

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Year 2	<p>Compulsory Modules Business modules (75 credits)</p> <p>UMPDM3-15-2 Managing People</p> <p>UMPDND-15-2 Management Skills for Business and Law</p> <p>UMCDM8-15-2 Research Methods for Business</p> <p>UMCDMA-15-2 Introductory Research Project (Business, International and Management)</p> <p>UMMDNX-15-2 Operations and Supply Management</p> <p>Law modules</p> <p>No compulsory modules</p>	<p>Optional Modules <i>(subject to availability)</i> 15 credits from Business option:</p> <p>UMAD5M-15-2 Market Analysis for Private Investors</p> <p>UMPD7J-15-2 Equality Law and Diversity</p> <p>UMED8U-15-2 Good Business, Bad Business & Sustainability</p> <p>UMSD7Q-15-2 Entrepreneurship & Small Business</p> <p>UMAD5H-15-2 Accounting Information for Business</p> <p>UMAD5N-15-2 Credit Management: Theory and Practice</p> <p>UMMDFY-15-2 Digital Business Management</p> <p>UMSDMF-15-2 Design Thinking</p> <p><i>Additional options, as appropriate and available, may be offered through the annual Online Module Choices process each year.</i></p> <p>30 credits from Law options:</p> <p>UJUUR-30-2 Employment Law</p> <p>UJUUE-30-2 Environmental Law</p> <p>UJUUG-30-2 Sports Law</p> <p>UJUUF-30-2 Migration Law and Policy</p> <p>UJUULB-30-2 Commercial Law</p> <p>UJUULC-30-2 Information Technology Law</p>	<p>Interim Awards</p> <p>DipHE Business Management with Law</p> <p><i>Credit requirements:</i> 240 at the appropriate level</p>
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Placement or Study Year Abroad (SYA)

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

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

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

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

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

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

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

Where students make this choice they are not required to choose the 15 credit Business Option at level three as these 15 credits count towards the total required to complete the programme.

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	Compulsory Modules	Optional Modules	Interim Award:
Year 3	<p><i>Business modules (75 credits)</i></p> <p>Critical Business Enquiry Project (BIM) (30 credits) UMCD9W-30-3 OR Applied Business Project UMCDHU-30-3 OR Enterprise Project (UMCD9Q-30-3)</p> <p>Strategic Management (BIM) (15 credits) UMSD7T-15-3</p> <p>UMSDMK-15-3 Integrated Business Management Simulation</p> <p>UMODML-15-3 Managing Organisational Change</p> <p>PLUS one from:</p> <p>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</p> <p><i>Law modules</i></p> <p>No compulsory modules</p>	<p>.</p> <p><i>30 law credits should be selected from:</i></p> <p>UJUUKS-30-3 European Union Law</p> <p>UJUULA-30-3 Financial Crime and Regulation</p> <p>UJUUKP-30-3 Company Law in Context</p> <p>UJUUH4-30-3 Globalisation, Trade and Natural Resources Law</p> <p>UJUTKB-30-3 Intellectual Property Law</p> <p>UJUTNG-30-3 Media and Entertainment Law</p>	<p>BA Business Management with Law</p> <p><i>Credit requirements:</i> 300 credits at the appropriate levels</p>

GRADUATION

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Part 7: Entry Requirements

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

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 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

[QAA UK Quality Code for HE](#)

National qualification framework

Subject benchmark statements

Qualification characteristics for [Foundation degrees](#) and [Master's degrees](#) (if applicable)

[University strategies and policies](#)

Staff research projects

Any relevant PSRB requirements

Any occupational standards

Reference should be made to the graduate outcomes identified in the [QAA-HEA Guidance](#)

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

QAA subject benchmark statements

Business & Management

University strategies and policies

- University's Vision & Mission – 2020 Strategy
- University Strategic Plan
- 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

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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	23 May 2012			
Revision CAP Approval Date	31 January 2017 22 March 2017	Version	4 5	link to RIA link to MIA
Revision ASQC Approval Date <i>Update this row each time a change goes to ASQC</i>	16 January 2018 28 June 2018	Version	6 7	link to RIA link to RIA
Next Periodic Curriculum Review due date	2018			
Date of last Periodic Curriculum Review				