

**PROGRAMME SPECIFICATION**

<b>Awarding body/institution</b>	Glyndŵr University
<b>Teaching institution</b> (if different from above)	Glyndŵr University
<b>Details of accreditation by a professional, statutory or regulatory body</b> (including link to relevant website)	None
<b>What type of accreditation does this programme lead to?</b>	N/A
<b>Is accreditation in some way dependent on choices made by students?</b>	N/A
<b>Final award/s available</b> eg BSc/DipHE/CertHE	BA Hons/BA Ordinary/DipHE/CertHe in Business Management
<b>Award title</b>	Business Management
<b>JACS 2 code</b>	N100
<b>UCAS code</b> (to be completed by admissions)	
<b>Relevant QAA subject benchmark statement/s</b>	Business Degrees General Business and Management Degrees
<b>Other external and internal reference points used to inform the programme outcomes</b>	3 Sector Skills Councils (SSC) – Skillsmart Retail, Financial Services National Occupational Standards (NOS) for Leadership and Management Requirements of the Chartered Management Institute (CMI)  Note: It is anticipated that students who are particularly interested in marketing or accounting will follow the specialist degree routes in these subject areas and the modules have been designed to reflect the requirements of the Chartered Institute of Marketing (CIM) and the Chartered Institute of Management Accountants (CIMA) to facilitate progression to the professional body qualifications
<b>Mode/s of study</b> (p/t, f/t, distance learning)	Full Time and Part-Time

<b>Language of study</b>	English
<b>Date at which the programme specification was written or revised</b>	Updated September 2012 Updated November 2014
<b>Criteria for admission to the programme</b>	
<p>The entry requirements for the programme remain in accordance with Glyndŵr University's access policy which affords a wide range of options whilst seeking to ensure that any student accepted on a programme is able to benefit from, and contribute to, the learning activities it provides.</p> <p>Eligibility of entry to the programmes is based on a variety of qualifications, but many students enter with points gained from the new qualification tariff.</p> <p><b>Level 4 entry</b> The minimum entry requirements for Level 4 are:</p> <p>GCSE passes at Grade C in English or Welsh and Mathematics, or key skills in communication and numeracy at level 2; In addition one of the following is normally required: A minimum of 240 points from 2 A levels or equivalent; Equivalent qualifications from an overseas country; Access to Higher Education;</p> <p>or appropriate work experience for mature applicants, who will be interviewed.</p> <p>In addition to the academic entry requirements, overseas students require an IELTS score of 6.0 (with no sub-part less than 6.0): this should have been achieved within the two years prior to application. Good English is essential for success on the programme.</p> <p><b>Level 5 and Level 6 entry</b></p> <p>Students may enter the programme at various levels with Accredited Prior Learning (APL) or Accredited Prior Experiential learning (APEL). There are a number of EU students who join the full time programme with APL of 180 credits in order to study an ordinary degree in business management in one year. Some EU and international students join at level 6 with APL of 240 credits and Foundation Degree students progress to level 6, also with APL of 240 credits. On the part time programme HNC students can progress onto the Business Foundation Degree or Degree Programmes.</p> <p>This proposal includes entry to the degree programme with Advanced Standing of:</p> <ul style="list-style-type: none"> <li>• 150 credits for students who have successfully completed the HNC Business Management Programme at Glyndŵr University.</li> <li>• 240 credits for students who have successfully completed the FdA Business Programme at Glyndŵr University.</li> </ul>	

## **Aims of the programme**

This course aims to:

provide students with the knowledge and understanding of business in the key functional areas of organisations, external environment and management;

provide students with the knowledge of the concepts and principles of the main functional areas of business;

develop a knowledge and understanding of business principles and practices and the ability to apply these to the solution of work-based problems;

provide a flexible programme of study which can be studied full time or part time with a number of entry and exit points as well as opportunities for progression;

prepare students with the skills and competencies necessary for a successful career in business management;

## **Distinctive features of the programme**

The programme has been developed in accordance with the QAA Benchmark standard for General Business & Management degrees. The programme team has planned the curriculum to align with the Benchmarks for knowledge and understanding within the framework of the three main areas of Organisations, External Environment and Management. In order to ensure that the suite of modules considered is fit for purpose, professional body requirements have also been considered in the development of the modular structure.

The programme is also designed to develop a range of cognitive and intellectual skills together with techniques specific to business and management. In addition, students will be encouraged to develop relevant personal and interpersonal skills.

This suite of degree titles has been designed to align with the Framework for Higher Education Qualifications (FHEQ) with the modules at levels 4, 5 and 6 in accordance with the QAA descriptors for the qualifications Certificate of Higher Education, Foundation Degree and Bachelor's Degree with Honours.

The course content of the degree programme is closely linked to QAA benchmark requirements. Specialist routes focus on the stipulations of professional organisations. The Business School recognises the need to be able to provide a programme which is current and relevant with an up to date curriculum. The delivery of different awards with full time and part time delivery utilises a common core of modules to facilitate a resource efficient module. The model aims to cater for students with different needs and extends the scope of study options from the current programme.

The business undergraduate programmes utilise a broad selection of modules to achieve a number of outcomes which lead to different named awards. The title of a particular award is dependent upon the combination of modules chosen. The choice of degree title can be made at the end of the first year of study.

The programme structure has been designed to reflect the university model and incorporates all 20 credits modules, where each module is delivered in one semester. This will mean that students will

be studying fewer subjects at any one time which should reduce the demands on the assessment calendar.

The curriculum in the first year has been redesigned to encourage group work activities and ensure that the elements of business are brought together within projects as a cohesive package, rather than be viewed as separate modules.

Retention is a priority for the first year and although students leave for many reasons, it is important that students make friends to develop a place within a cohort identity. Group work activities help to develop these friendships and students will be encouraged to support each other in the learning process.

The change in delivery to 20 credit modules during one semester also provides an opportunity for students to undertake credited study abroad or engage in work based projects during semester 2 of level 5. This arrangement will also facilitate entry of EU students for study for one semester, which is not possible in the current programme.

The 'university wide' research methods module which is scheduled for semester 2 of level 5 will not be suitable for this business programme as it will limit the mobility of students studying abroad or undertaking work-based projects at this time. Elements of research methodology are routinely delivered within other modules throughout the programme, and the team consider that research methods delivery for the level 6 project better serves the students' needs embedded within the project.

The Department maintains links with local businesses and professional bodies (Chartered Institute of Personal and Development, Chartered Institute of Marketing, Chartered Management Institute and Chartered Institute of Management Accountants) through the activities of individuals. Such links provide relevant up-to-date sources of information, which are utilised within the curriculum and inform decision making about marketing and recruitment.

Staff within the Department also engage with the university validation and review process through membership of panels as assessors and chairs, preparing documentation and leading workshops. Links with peer organisations are maintained by staff engagement in external examiner roles, associate assessor roles or through involvement in validation and review activity, both within the UK and abroad. Hence, the team can be assured that the content of this suite of programmes is comparable to provision elsewhere in the sector.

This proposal also plans to include the Chartered Management Institute (CMI) level 5 diploma within the programme. It is envisaged that this will be particularly attractive for students on the part time business management degree who are normally engaged in full time employment within business jobs. It is planned that this additional qualification could be followed by a level 7 CMI diploma within the MBA programme and progressed further with Chartered Manager status as the students develop their career in business and management.

## Programme structures and requirements, levels, modules, credits and awards

### Full time Programme

#### BA (Hons) Business Management

##### Year 1 (Level 4)

<b>Sem 1</b>	Business Context (20c)	Academic and Personal Development (20c)	Marketing Principles and Business Practice (20c)
<b>Sem 2</b>	Managing Financial and Statistical Data (20c)	Economics (20c)	Introduction to Management Accounting (20c)

##### Year 2 (Level 5)

<b>Sem 1</b>	Marketing Planning Management and Control (20c)	Human Resource Management (20c)	Managing Finance and Information (20c)
<b>Sem 2</b>	Options, or credited study abroad, or Extended Work based Project (40c)		Elective (day or evening), or credited study abroad (20c)

##### Year 3 (Level 6)

<b>Sem 1</b>	Project (40c) including Research Methods	Option (20c)	Strategic and Operations Management (20c)
<b>Sem 2</b>	OR Work Placement (40c)	Option (20c)	Elective (20c)

#### BA (Ordinary) Business Management (with APL of 180c eg. EU students)

A number of students are recruited to the Business Programme following their successful completion of two years study on a comparable level of undergraduate programme within Europe. The Ordinary Degree in Business Management is a popular option for EU students as it can be completed in one year of study, and includes a combination of level 5 and level 6 modules. The Ordinary degree is also available as an exit award for students who are unable to achieve the honours level of study at level 6.

##### Year 3 Ordinary (Level 5/6)

<b>Sem 1 (Lev 5)</b>	Marketing Planning Management and Control (20c)	Human Resource Management (20c)	Managing Finance and Information (20c)
<b>Sem 2 (Lev 6)</b>	Strategic and Operations Management (20c)	Option (20c)	Option or Elective (20c)

## Part time Programme

### BA Business Management (with APL of 120c)

The part time delivery of the BA Business Management programme commences at level 5, whereby students enter the programme with APL of a minimum of 120 credits. This is a natural progression route for students who successfully complete the HNC Business Management programme at Glyndŵr University.

#### Year 1 and Year 2

Completion of HNC Business Management or 120 credits or equivalent

#### Year 3 (level 5)

<b>Sem 1</b>	Marketing Planning Management and Control (20c)	Human Resource Management (20c)
<b>Sem 2</b>	Managing Finance and Information (20c)	Option level 5 (20c)
<b>Summer</b>	Work based Project (20 c) – alternatively can be studied in Year 2 (summer) or year 3 (semester 2) for Honours students or option	

#### Year 4 (level 5 & 6)

<b>Sem 1</b>	Option level 6 (20c)	Option level 6 (20c)
<b>Sem 2</b>	Strategic and Operations Management (20c)	Option level 5 (20c)

Should a student be unable or not wish to continue with their studies after Year 4, they could be awarded Ordinary Degree on successful completion of the above modules.

#### Year 5 (level 6)

<b>Sem 1</b>	Project including Research Methods(40c)	Alternative position for work based project for honours students
<b>Sem 2</b>	OR Work Placement (40c)	Option level 6 (20c)

Successful completion of the above modules (ie, 120 Level four, 120 Level five and 120 Level six credits) will result in the award of Honours degree.

**Intended learning outcomes of the programme**

**A Knowledge and Understanding**

		<b>Level 4 Cert. HE</b>	<b>Level 5 Dip. HE</b>	<b>Level 6 Ordinary</b>	<b>Level 6 Honours</b>
<b>A1</b>	<b>Organisations</b>	An understanding of the internal aspects, functions and processes of organisations.	An appreciation of the internal aspects, functions and processes of organisations.	A critical appreciation of the internal aspects, functions and processes of organisations, together with their influence on the external environment	A systematic appreciation of the internal aspects, functions and processes of organisations, together with their influence on the external environment.
<b>A2</b>	<b>Environment</b>	An understanding of the external environment and its effects at local, national and international level on organisations.	A critical appreciation of the external environment and its effects at local, national and international level on organisations.	A critical evaluation of the external environment and its effects at local, national and international level on organisations with their effects on the operations and strategy of the organisation.	A critical evaluation of the external environment and its effects at local, national and international level on organisations with their effects on the operations and strategy of the organisation.
<b>A3</b>	<b>Management</b>	An awareness of the processes, procedures and practices for effective management within organisations	A critical awareness of the processes, procedures and practices for effective management within organisations	A critical awareness of the processes, procedures and practices for effective management; with rational analysis and decision making within the organisation.	A critical analysis of the processes, procedures and practices for effective management; with rational analysis and decision making within the organisation.

<b>B Intellectual Skills</b>					
		<b>Level 4 Cert. HE</b>	<b>Level 5 Dip. HE</b>	<b>Level 6 Ordinary</b>	<b>Level 6 Honours</b>
B1	<b>Application</b>	Carries out rote application of basic business principles and practices to standard, simple situations, with considerable guidance provided by Tutors.	Applies standard business principles and practices to somewhat more demanding situations, still with some guidance provided.	Demonstrates ability to select and use principles and practices appropriate to the situation or problem, with minimal guidance provided.	Carries out confident and accurate selection and application of principles and practices to the solution of a range of business situations and problems, working autonomously.
B2	<b>Analysis</b>	Based on classifications presented by tutors, demonstrates some ability to analyse case study examples with the help of detailed guidance from tutors.	Demonstrates increasing ability to apply theoretical concepts and analyse relatively simple situations, still with some guidance provided.	Recognises familiar ideas or principles in new contexts or situations; analyses systematically and effectively with minimal guidance.	Identifies and classifies principles and ideas in new contexts and situations; analyses systematically, effectively and critically, working autonomously.
B3	<b>Synthesis</b>	Systematically relates a limited number of facts/ideas/elements in an imitative manner, with considerable guidance provided by tutors.	Demonstrates appreciation of need for the relating and collecting of a range of ideas in an argued case; produces new ideas in closely-defined situations, with some guidance provided as appropriate.	Shows basic ability to relate and collect facts/ideas/elements in an argued case; produces new ideas in a wider range of situations, with minimal guidance.	Brings together facts/ideas/elements in support of a well-structured argument; design solutions to management problems and evolve new concepts, working autonomously.
B4	<b>Evaluation</b>	Starts to form own value judgements of business problems. based on criteria provided, albeit very reliant on tutors' evaluative opinions.	Starts to develop own criteria and develops ability to form independent judgements, although still dependent on guidance from tutors.	Identifies a range of valid alternative solutions; begins to discriminate and evaluate in a reasoned, systematic and increasingly independent way.	Integrates theory with good business practice; autonomously evaluates theory, process and solutions related to business problems; evaluates outcomes critically and effectively.

<b>C Subject Skills</b>					
		<b>Level 4 Cert. HE</b>	<b>Level 5 Dip. HE</b>	<b>Level 6 Ordinary</b>	<b>Level 6 Honours</b>
<b>C1</b>	<b>Customers and markets</b>	Awareness of the basic principles and practices of marketing, appreciating the strengths, weaknesses and the skills needed to use them effectively.	Ability to plan and control a marketing plan within a business, ensuring effective and efficient management of the operation.	Strategic awareness of the importance of marketing for successful business operations.	Strategic awareness of the importance of marketing for successful business operations.
<b>C2</b>	<b>Finance</b>	Demonstrates an understanding of how to process data and how finance is managed within an organisation.	Understands and applies various management accounting techniques in a decision making context	Evaluate the role of financial management within the organisation	Critically evaluate the role of financial management within the organisation
<b>C3</b>	<b>People and operations</b>	Appreciates the skills, processes and functions of management.	Understands and critically reviews the function and activities of management and human resource management within an organisation.	Understand and evaluate how operations management can contribute to the overall success of an organisation.	Understand and evaluate how operations management can contribute to the overall success of an organisation.
<b>C4</b>	<b>ICT and information systems</b>	Demonstrates skills in IT (Word processing, spreadsheets, powerpoint and web page creation)	Further develop IT skills and understand the nature of business information systems, including use of databases, legal aspects and the impact of e-business	Use effectively additional analytical software suitable for the chosen specialist subject area.	Use effectively additional analytical software suitable for the chosen specialist subject area. Produce a Research Project report demonstrating a range of analytical skills using computer software.

<b>C5</b>	<b>Business Policy and strategy</b>	Understands the need for business policy within an organisation	Appreciates the challenges managers face within organisations	Possesses an understanding of the conceptual frameworks which enable strategic approaches to be applied to business problems.	Possess a critical understanding of the conceptual frameworks which enable strategic approaches to be applied to business problems.
<b>C6</b>	<b>Pervasive Issues</b>	Appreciates the impact of external factors on business with reference to the elements of the PESTLE model	Understand and appreciate business creativity and enterprise within an organisation.	Understand knowledge management and risk management within real business practice.	Understand knowledge management and risk management within real business practice.

#### **D Practical, Professional and Employability Skills**

		<b>Level 4 Cert. HE</b>	<b>Level 5 Dip. HE</b>	<b>Level 6 Ordinary</b>	<b>Level 6 Honours</b>
<b>D1</b>	<b>Communication and Presentation Skills</b>	Communicates in a clear and concise way, in writing and orally, in particular written communication demonstrates competence in business writing.	Communicates in a clear, systematic and concise way, in writing and orally, in more formal academic and professional styles, and in longer pieces of business writing.	Engages effectively in a variety of roles; debates; produces clear, structured business reports and other extended pieces of work in a variety of contexts.	Engages effectively in independent roles; debates in a professional manner; produces detailed critiques and coherent business and project reports.
<b>D2</b>	<b>Numeracy</b>	Demonstrates basic numeracy and algebraic competence; ability to manipulate data related to simple business problems	Demonstrates more advanced standard numerical/ mathematical skills as appropriate to their chosen specialist subject.	Applies a range of more specialist numerical/ mathematical skills as appropriate to their specialist subject.	Confidently applies a range of specialist numerical/ mathematical skills as appropriate to the specialist subject area.
<b>D3</b>	<b>IT Skills</b>	Demonstrates basic use of the elements of	Demonstrates more advanced IT skills;	Demonstrates, uses and accesses a limited selection of more specialist IT skills	Uses and accesses a limited selection of more specialist IT skills related to

		<p>Microsoft office; Word, Excel and PowerPoint.</p> <p>Demonstrates basic skill in using the Internet and designing web pages.</p> <p>Accesses data and information from University and World-Wide-Web resources.</p>	<p>Demonstrates competent use and application of business databases, additional specialist subject packages and produce reports to business standard.</p> <p>Use of online databases effectively to gain information.</p>	<p>related to subject specific software.</p> <p>Conducts effective searches for information using a range of online resources.</p>	<p>subject specific software for analysing business data.</p> <p>Conducts effective searches for information using a range of online resources.</p>
<b>D4</b>	<b>Learning Skills</b>	<p>Studies in a systematic, directed way with the aid of appropriate tutor guidance.</p>	<p>Learns in an increasingly effective and purposeful way, with beginnings of development as an autonomous learner.</p>	<p>Adopts a broad-ranging and flexible approach to study; identifies learning needs; pursues activities designed to meet these needs in increasingly autonomous ways.</p>	<p>With minimal guidance, manages own learning using a wide range of resources appropriate to the business profession; seeks and makes effective use of feedback.</p>
<b>D5</b>	<b>Interactive and Group Skills</b>	<p>Interacts effectively with tutors and fellow students; participates in clearly defined group situations.</p>	<p>Demonstrates more advanced interactive and group skills, including effective participation in more demanding group tasks, including a group project.</p>	<p>Interacts effectively within a learning or subject-specific group, demonstrates basic negotiating, role, leadership and group-support skills.</p>	<p>Interacts effectively within learning or professional groups; demonstrates appropriate negotiating, role, leadership and group-support skills to an advanced level.</p>
<b>D6</b>	<b>Problem-Solving</b>	<p>Applies basic theory and methods to simple business problems, with the help of detailed guidance from tutors.</p>	<p>Applies given theory and methods accurately and carefully to more demanding business problems still with some guidance.</p>	<p>Begins to self-direct, identify key elements associated with selected business problems, and choose appropriate theory for analysis, with only general guidance.</p>	<p>Increasingly independent, confident and flexible in identifying and defining complex business problems, and in the application of knowledge</p>

					and skills appropriate to their solution.
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**CURRICULUM MATRIX** demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

<b>Level 4</b>		<i>Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills</i>																		
<b>Module Title</b>	<b>Core Option</b>	<b>A 1</b>	<b>A 2</b>	<b>A 3</b>	<b>B 1</b>	<b>B 2</b>	<b>B 3</b>	<b>B 4</b>	<b>C 1</b>	<b>C 2</b>	<b>C 3</b>	<b>C 4</b>	<b>C 5</b>	<b>C 6</b>	<b>D 1</b>	<b>D 2</b>	<b>D 3</b>	<b>D 4</b>	<b>D 5</b>	<b>D 6</b>
<i>Business Context</i>	Core	*	*		*	*	*	*			*		*	*	*				*	*
<i>Academic and Personal Development</i>	Core											*			*	*	*	*	*	
<i>Managing Financial and Statistical Data</i>	Core	*		*	*	*	*	*	*	*		*			*	*	*			*
<i>Marketing Principles and Business Practice</i>	Core	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<i>Economics</i>	Core	*	*	*						*	*	*		*		*				
<i>Introduction to Management Accounting</i>	Core	*		*						*	*	*		*						

<b>Level 5</b>		<i>Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills</i>																		
<b>Module Title</b>	<b>Core Option</b>	<b>A 1</b>	<b>A 2</b>	<b>A 3</b>	<b>B 1</b>	<b>B 2</b>	<b>B 3</b>	<b>B 4</b>	<b>C 1</b>	<b>C 2</b>	<b>C 3</b>	<b>C 4</b>	<b>C 5</b>	<b>C 6</b>	<b>D 1</b>	<b>D 2</b>	<b>D 3</b>	<b>D 4</b>	<b>D 5</b>	<b>D 6</b>
<i>Marketing Planning, Mgmt and Control</i>	Core	*	*	*	*	*	*	*	*			*		*	*	*	*	*	*	*
<i>Human Resource Management</i>	Core	*		*	*	*					*		*		*			*	*	*
<i>Managing Finance and Information</i>	Core	*	*	*	*	*	*		*		*	*	*	*	*	*	*	*	*	*
<i>Financial Accounting</i>	Option	*			*	*	*	*	*		*	*	*		*	*	*	*		*
<i>Business Taxation</i>	Option	*	*	*	*	*	*		*				*	*	*	*		*		*
<i>Delivering Customer Value</i>	Option	*	*		*	*			*	*		*			*	*	*	*		*
<i>Leadership and Development</i>	Option	*	*	*	*	*					*		*	*	*			*	*	*
<i>Employment Law</i>	Option	*	*	*	*	*	*				*		*	*	*			*		*
<i>Globalisation and International Business</i>	Option	*	*	*	*	*	*		*	*			*	*	*	*		*	*	*
<i>Project Management</i>	Option	*	*	*	*	*	*		*	*	*				*	*	*	*	*	*

<b>Level 5</b>		<i>Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills</i>																		
<b>Module Title</b>	<b>Core Option</b>	<b>A 1</b>	<b>A 2</b>	<b>A 3</b>	<b>B 1</b>	<b>B 2</b>	<b>B 3</b>	<b>B 4</b>	<b>C 1</b>	<b>C 2</b>	<b>C 3</b>	<b>C 4</b>	<b>C 5</b>	<b>C 6</b>	<b>D 1</b>	<b>D 2</b>	<b>D 3</b>	<b>D 4</b>	<b>D 5</b>	<b>D 6</b>
<i>Principles &amp; Practice of Festival and Events Management</i>	<i>Option</i>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<i>Entrepreneurship</i>	<i>Option</i>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<i>Work based Project</i>	<i>Option</i>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<i>Extended Work based Project</i>	<i>Option</i>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<i>Events Management Project</i>	<i>Option</i>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<i>Negotiated Learning 2</i>	<i>Option</i>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<i>Negotiated Learning 2A (10 credits)</i>	<i>Option</i>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<i>Business Studies</i>	<i>Option</i>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

<b>Level 6</b>		<i>Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills</i>																		
<b>Module Title</b>	<b>Core Option</b>	<b>A 1</b>	<b>A 2</b>	<b>A 3</b>	<b>B 1</b>	<b>B 2</b>	<b>B 3</b>	<b>B 4</b>	<b>C 1</b>	<b>C 2</b>	<b>C 3</b>	<b>C 4</b>	<b>C 5</b>	<b>C 6</b>	<b>D 1</b>	<b>D 2</b>	<b>D 3</b>	<b>D 4</b>	<b>D 5</b>	<b>D 6</b>
<i>Project / Work Placement</i>	<i>Core</i>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<i>Strategic and Operations Management</i>	<i>Core</i>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<i>Financial Reporting</i>	<i>Option</i>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<i>Managing Business Finance</i>	<i>Option</i>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<i>Customer Relationship Management</i>	<i>Option</i>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<i>Global Marketing</i>	<i>Option</i>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<i>Managing Workforce Engagement and Commitment</i>	<i>Option</i>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<i>International Business Law</i>	<i>Option</i>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Level 6		<i>Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills</i>																		
Module Title	Core Option	A 1	A 2	A 3	B 1	B 2	B 3	B 4	C 1	C 2	C 3	C 4	C 5	C 6	D 1	D 2	D 3	D 4	D 5	D 6
<i>Business Law</i>	<i>Option</i>		*	*	*	*	*	*			*		*	*	*	*	*	*	*	*
<i>Statistical and Data Analysis</i>	<i>Option</i>			*	*	*	*	*			*		*	*	*	*	*	*	*	*
<i>Negotiated Learning 3</i>	<i>Option</i>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

### Learning and teaching strategy used to enable outcomes to be achieved and demonstrated

The programmes have been designed to meet the five teaching and learning priorities which had been identified in the university's strategic priorities in 2007 and the School Learning and Teaching strategy which was updated in January 2009.

#### Priorities of Learning and teaching

The five priorities are:

- **Enterprise and Employability**

The programme team have attempted to encourage enterprise and employability, by utilising a number of opportunities within the curriculum. Links with Glyndŵr University's Careers Centre have developed to create a number of opportunities for external speakers from a variety of employers.

Glyndŵr's Learning and Teaching Strategy endorses the embedding of Personal Development Planning (PDP) within programmes in accordance with QAA guidelines, the Leitch Review and the Burgess Report, 2007. The module Academic and Personal Development provides a suitable module to embed a PDP system at level 4 and this is perpetuated within subsequent work based and project modules at other levels of the programmes.

The 20 credit Negotiated Learning module has provided a useful vehicle to facilitate the engagement of students in the Graduate Young Enterprise Scheme, which has been offered on the programme since 2004. Groups of students have set up small business ventures and the assessment has involved reflective journals, business plans and a group oral presentation. The university enterprise unit have assisted in providing support, guidance and external speakers, with an annual prize being awarded to the student who has shown most development with entrepreneurial skills.

The development of an elective module in entrepreneurship at level 5 is also included and will assist in developing the relevant skills for business students as well as providing a suitable opportunity for students on degree programmes in other fields of study.

The content of many of the modules within the programmes is related to the standards of professional bodies of the CIM, CIMA, CIPD and CMI, ensuring relevance for employability.

To support study of practical applications of marketing theory within a business a company visit to KK Finefoods at Deeside was facilitated by the MD (who is a Ph D student at Glyndŵr) for level 5.marketing students. This has proved very popular with students who found it brought theory to life and the opportunity with the company has prompted offers of employment for some of the students

The level 5 'Work-based Project' module is also taken by students on the part-time BA Business Programme. Almost all of the students are engaged in full-time employment and are often already involved in projects at their place of work. In this new proposal, in order to extend the business-facing aspect of the programme, it is planned to extend opportunities for the students to engage in work based activities. The scope of the 20 credit work based modules has been extended so that students may undertake a full time work placement during semester 2 of level 5. In this instance they would complete an extended work based project of 40 credits and also attend university for one evening each week to complete an additional option module with the part time degree students.

- **Curriculum Renewal and Assessment**

This proposal for the business undergraduate curriculum has been renewed to include more business facing activities, opportunities to study abroad and increase the study options available. The development of international partnerships and collaboration has become a key corporate objective. It is anticipated that future visits to universities within Europe and international destinations will enrich the learning experience for the students.

The wide range of assessment methods adopted by staff eg. case studies, presentations, posters, cuttings' folders, traditional essays, interviews and group work enable students to experience a number of contexts for learning and facilitate ongoing formative feedback. The re-design of feedback sheets has further added to the students' understanding of their progress and allows additional developmental guidance to be provided.

Students are regularly consulted on aspects of the programme. At the beginning of each academic year student representatives are elected for each of the levels of the full-time programme and also each year of the part-time programme. All modules contained within the programme are subject to a Student Perception of Module (SPOM) analysis.

In addition, students at all levels are asked to complete a Student Perception of Programme (SPOP) form at the end of the academic year. The student views are included in team discussions, helping to inform future changes in the development of the programmes.

- **Professional development and recognition of Excellent of Teaching**

The university seeks to support and develop excellence in learning and teaching in its entire teaching staff as well as developing their subject expertise. Staff continuously update their knowledge and skills, through their scholarly activity and research. This allows an up to date relevant curriculum to be developed and reviewed, and for students' development to be linked to the latest research, professional development and employers' ideas. Staff are encouraged to develop themselves by undertaking further study, engaging with peers in other HE institutions and professional bodies, external examining and being involved in research and/or consultancy. It is to be noted that over 50% of staff within the Business School are Fellows of the Higher Education Academy. Two fellowships have been awarded to two members of the programme team during the lifetime of the current programmes; one as a Research Fellow and the other as a Teaching Fellow. Another member of the Business School staff has recently gained her doctorate.

- **International Work**

The Business School has experienced a growth in the numbers of international students during the last few years with students mainly from Europe, India and China. The Business School has a close working relationship with Glyndŵr's International Office who play a crucial role in the recruitment and support of International students.

The rapid increase in the number of International students at Glyndŵr has provided the tutors with additional challenges and has prompted an urgent need to understand and be able to provide a learning experience for multicultural cohorts of students. In conjunction with the International Centre, a series of induction sessions during October has been designed to support the learning experience of the students.

The University's Second Language Learning Centre was created in 2007 and the language staff are working with the programme leaders to provide a relevant and supportive programme of English and cultural studies to support the International students. Business specific and English Language workshops have also provided a drop-in help service for International students to gain individual help with assignment work.

The Head of the Second Language Learning Centre is developing a number of language courses which can provide an additional study resource for students on the Business programmes. The introduction of languages will help to develop the international aspect of the programmes and will provide students with basic training for study abroad. Developing links with universities within Europe helps to support the Summer School as well as the full time degree programme.

- **Fostering a High Quality and Supportive Learning Environment**

The personal tutor system is provided by the Programme Leaders and a system of Year tutors. Office hours facilitate the availability of tutors for advice and support, and outside these hours, staff are easily contactable by email. The open door policy makes staff easily accessible and the Department's student support was commended by the QAA in the Institutional Review Report in 2007.

Tutors deliver sessions to accommodate full time and part time students who often have lectures together. The evening sessions for part time students are available to full time students and the choice of delivery times provides students with the flexibility to arrange their schedule to accommodate part time jobs and family commitments.

The programme tutors utilise the Institute's Virtual Learning Environment (VLE) 'Moodle' within their learning and teaching strategies. All module content on Moodle includes a minimum requirement of specification, assignments and schemes of work. Many tutors also include additional resources including lecture material, useful web links and other course materials to assist the students. Moodle provides an invaluable communication tool and announcements are regularly posted to inform the students of course information. Some tutors have exploited other features within Moodle, utilising the self-marking multiple choice tests and the discussion forum.

### **Work Placement Strategy**

A level 6 work placement module is available as an option on the programme and is available to students at the University's Wrexham campus only. To avoid issues with regulatory bodies placements will not be offered to international students and they will all complete the dissertation module.

A work placement module is the equivalent of the innovative 'flipping the classroom' approach to teaching in comparison to the current level 6 Dissertation module. The dissertation requires the student to actively seek out a business problem to research whilst the work placement approach gives the student ready access to practitioner problems and takes on the identity of a practitioner research insider undertaking real work activities.

Both modules require a formal proposal to establish the objectives and parameters of the project or report. This demonstrates equity in the initial stages of both modules. As expected at level 6, there

is considerable autonomy in the setting of objectives, however guidance would be provided by a member of the academic staff in conjunction with the work placement contact in the same way as organisations that are the subject of dissertation research are communicated with. This dual approach ensures the objectives are written using level 6 language and have sufficient stretch to meet the prevailing academic guidelines for this level of study. Adopting this early modular strategy may indicate specific issues that suggest a student is not able to take up a placement and allow sufficient time for transfer to the dissertation module with minimal delay.

Students will be asked to consider their preference for placement over dissertation right from the commencement of their studies at level 4, although a final decision will not be required until mid-way through level 5. This dialogue will take place via the personal tutor. A personal recommendation from the personal tutor will be required before a student can be considered for a work placement. Personal tutors will need to assess their aptitude and appetite for undertaking a role within an organisation. This includes reviewing their levels of attendance and punctuality in classes, notwithstanding any mitigating circumstances, their communication skills and contribution to team exercises as well as their capacity to commit to their studies and perform to the best of their abilities. High levels of academic performance are not a pre-requisite for consideration; however ability to complete assignments to deadline will be more relevant. All students will be made aware of this process from their induction on joining the Business School. Personal tutors will be expected to consult with other programme and module leaders to gain the necessary information to make a student recommendation. Without the recommendation from the personal tutor then a student will not be able to progress onto the work placement. However students that do not receive a positive recommendation from the personal tutor will have the right to appeal. This will require a meeting with the Academic Head who will make the final decision.

Placements opportunities will be identified and formalised through liaison with the Business School and the Careers Service. This dialogue has already commenced and is on-going. At the time of writing, the Business School have more than ten employers within the region that are willing to create a work placement project for Glyndwr University business students. A member of the academic team within the Business School will be appointed as the Work Placement leader.

During the beginning of the second trimester of level 5 a series of meetings will be organised by the Work Placement leader with academic members of the Business School and a representative from the Careers Service. The purpose of these meetings will be match suitable students to work placement projects that are available. This process will be completed in an objective fashion to maximise the success of the placement for both the student and the employer. If it becomes clear that a shortfall in the number of placements exists then the Business School and Careers Service will attempt to source and secure more work placements during that trimester.

Once students and placements have been matched the employer will be sent a biography of the student (written by the student) and supporting statements by their personal tutor. If required by the employer, the student may be required to meet a representative of the organisation for an informal interview. Necessary paperwork will be completed once all parties are satisfied.

All selected work placement students will then attend a collective induction meeting with the work placement leader to discuss the expectations and operational issues ahead. This will include all aspects of how the process will work and what will be expected of them.

Once the student begins the work placement a series of feedback sessions will be required with the personal tutor to monitor and assess progress. These meetings also provide an opportunity for the personal tutor to facilitate the transfer of learning from practical to academic. In other words, to encourage the student to think critically about how their practical experience connects with relevant academic theory and provide the student with direction for undertaking necessary research. Any significant problems will be flagged to the work placement leader who will take necessary steps. It is

anticipated that the personal tutor will visit the organisation at least once during the placement to ensure that the student feedback is consistent with that of the organisation.

Upon completion of the work placement the student will then have the following trimester to write the academic report that will replace the dissertation. During this phase it is anticipated that the personal tutor will also become their academic supervisor, although circumstances may dictate that another member of staff is required to take this role. During the writing phase, particular attention will be placed upon encouraging the student to research the relevant academic areas that apply to the work placement conducted. The student will be required to make the appropriate connections in order to ensure equity between placement and dissertation.

### **Welsh Medium**

The need for Welsh medium assessment (including written assignments, examinations, projects and dissertation) will be identified as part of its registration processes and will offer the opportunity to students where requested. Where a qualified tutor is available, students will then be allocated to a tutor who is able to assess the work in Welsh. At present, the Department has three full-time academic staff who are able to assess through the medium of Welsh.

Additionally the programme team would wish to develop the language skills of students taking this programme. The University already offers modules in Welsh as a second language at HE level to students studying degrees which involve working with the public. It is anticipated that the business students whose first language is not Welsh, or who wish to improve their Welsh skills (either an improver or a new learner) would be offered these sessions as an extra module outside the programme. The University's investment in its Second Language Learning Centre ensures that this aspiration can be delivered from within existing arrangements.

### **Assessment strategy used to enable outcomes to be achieved and demonstrated**

In developing the assessment strategy the team members have considered the Learning and Teaching Strategy and QAA Codes of Practice. Additionally the assessment is working within the University's Regulations for Initial Modular Degrees.

Assessment is part of the process of helping students to learn and is intended to support them in developing knowledge and understanding in key aspects of business. In addition, assessment aids the development of a range of cognitive and intellectual skills, and techniques specific to business and management.

The process of reflection is explicit in many assessments and implicit in them all; alongside feedback from formative assessments, it is integral to the development of independent learning and student skills of self-assessment. Additionally, feedback is an important means of motivating students to further learning. Assessment is also a vehicle for the development of a range of transferable and key skills.

Moderation and verification of assessments at a programme level also provides information on overall levels of attainment and ensures that standards are maintained, and is a useful indicator of any areas where extra scrutiny may be needed.

The procedures of assessment involve a number of mechanisms to ensure validity and reliability. These include the moderation of all assessments and their marking schemes and assessment criteria, by a peer, the whole programme team and by the External Examiner. Samples of marked work are validated by peers and externals and records of both processes are retained. Marks for all

modules and levels are scrutinised at assessment boards by the programme team and externals. These processes confirm the suitability of the assessment vehicles that the tasks and examinations fit the learning outcomes, and that standards and levels of marking are maintained both within the programme and in line with the HE qualification framework. They also ensure that all module learning outcomes are assessed and that it is clear to students which assessment is assessing which particular learning outcome. All decisions about grading of work are in line with assessment criteria provided by the tutors when the assessment is published and confirmed as appropriate by the procedures above.

Forms of assessment are varied and include case studies, essays, group and individual research projects, presentations, reflective writing and traditional examinations. There are no examinations in the level 4 modules, where the emphasis is placed on introducing a range of introductory skills and knowledge which can be developed in further levels of the programme.

Assessment throughout the programme is both formative and summative and is designed to encourage 'deep' rather than superficial learning. Coursework is used throughout the programme and knowledge and understanding are tested through essays, individual and group reports, case studies, individual and group presentations, poster presentations, portfolios of work, reflective logs, in many cases these may be located in the context of the students' own places of work.

Assessment of cognitive and intellectual skills occurs through coursework and the use of case studies, work related and 'live' assessment provides opportunities for students to demonstrate the application of cognitive skills in the work environment. The production of coherent written and oral responses either to problems or tasks set, and within group discussions and oral presentations allows demonstration that the key intellectual processes have been understood.

The assessment of practical skills is tested within coursework and assignments, which whilst predominately written will include alternative formats such as presentations, role-play, posters, and event planning. A feature of many assessments will be the requirement for students to reflect on their experience and in their workplace.

Generic skills encompass communication, IT, numerical and problem –solving, interpersonal and group skills, self-appraise and reflection and the ability to plan and manage learning. .The variety of assessment formats (for example, the planning for and presentation of individual and group assessed presentations; in the research for, and writing of written assessments; and evaluation of work before it is presented and the use of and reflection on feedback ) enables transferable skills to be developed and assessed in a number of contexts.

### **Assessment regulations that apply to the programme**

The programme will conform to the University regulations for Bachelor Degree, Diplomas and Certificates and Foundation Degrees.

### **Programme Management**

#### **Programme Team**

BA Programme Leader – Neil Pritchard  
Ben Binsardi  
Jan Green  
Kelvin Leong

The Business Degree Programme, is managed by a programme leader together with other year tutors as additional support.

The principal responsibilities of the Programme Leader are:

- coordination of programme team meetings;
- oversight of administration;
- production of programme handbook;
- communication with the External Examiner;
- liaising with the School for Undergraduate Studies Office and Student Data Services in respect of registrations and results.

The Programme Leader coordinates a number of key activities within the student's academic cycle in conjunction with the Year Tutors for the programme. This includes induction, the staff student consultative committee and monitoring the tracking of subject routes as the students progress through the levels of the programmes.

The year tutors are responsible for the day-to-day organisation of the programme for each level. There is a dedicated tutor for the part-time degree route. The tutors ensure that students receive all the documentation they require at the beginning of each semester, and this includes information on timetables, assignment schedules, assignment receipt card and Blackboard instructions. The role also involves monitoring of student progress throughout the academic year, especially during and following assessment boards.

Each module is assigned a module tutor who is responsible for the planning and delivering of the learning programme. The module tutor provides students with a module guide which details the module specification, a scheme of work, guided reading and the relevant assignments to complete the module. The module tutor is responsible for returning marked assignments with appropriate feedback within three weeks of the submission date.

Student representatives are elected for each level of the full-time programme and for each year of the part-time programme. The programme leaders and year tutors meet the student representatives at intervals during the academic year in order to discuss any course related issues. These arrangements work well and students are provided with further information through the use of Blackboard.

### **Resource Management**

Overall management of staffing and resources for the programme is undertaken by the Head of Department and the Department Management Team. Module choices for students are organised by the programme leader, and the scheduling of suitable modules on the full and part time degree is then managed to ensure that the programme portfolio is resource efficient, while providing students with suitable choice.

### **Quality Management**

There are a number of mechanisms leading to quality enhancement and the maintenance of academic and professional standards. This has been confirmed through consistently positive feedback from external examiners.

All assessments are peer reviewed for consistency of standard and layout before issue to students. The end of module assessment is sent to the external examiner who is given the opportunity to comment on any amendments.

A sample of student assessments for each module is double marked by a tutor in the same subject area in order to ensure the correct standard of marking. Samples of marked assessments are then sent to the External Examiner for further scrutiny. All stages of peer review and double marking are recorded on a proforma for each module.

Issues relating to developments or changes to the programme are discussed at the regular meetings of the programme team. At the end of the academic year the programme team meets to discuss programme review and evaluation. This meeting aims to critically discuss the events of the whole year and assess areas of good practice as well as identify problem areas which need resolving. As a result of this meeting the Annual Monitoring Report (AMR) is constructed with an action plan for implementation during the forthcoming academic year.

External Examiners' reports are also considered by the programme team and issues raised are often included in the action plan. A response is sent to the External Examiner's report.

The use of student feedback through Student Perception of Module (SPOMS) and Student Perception of Programmes (SPOPS) is also discussed at annual monitoring and incorporated into the report.

The AMRs of all programmes within the Department are discussed at a Subject Board and are reviewed through the University's committee structure. The Subject Board manages the academic quality and standards for the Department.

Peer observation takes place during the academic year sharing good practice between members of the academic staff.

### **Staffing Resources**

Administrative support for all the courses within the Department is managed within the School for Undergraduate Studies Office and there is dedicated support for the Business Degree, Foundation Degree and HNC Programmes from members of the office staff. The support includes the coordination of admissions and assessment documentation, taking minutes at meetings and assessment boards, collation of results and responding to enquiries for course information.

The team continues to ensure that the programme is underpinned by appropriate professional and academic contacts. More than half of the team are members of the Higher Education Academy and maintain regular engagement with the academy subject centre, Business, Management and Finance. Staff members are actively engaged in research and attend conferences, as well as presenting at conferences and publishing in peer reviewed journals. Consultancy activities, research seminars and Knowledge Transfer Partnerships (KTPs) ensure that tutors maintain regular contact with local businesses. Staff who are members of professional bodies are required to attend regular training events to ensure the currency of the qualifications delivered within the Business School. All of these staff deliver modules on the undergraduate programme and the team are conscious that this external activity ensures currency and awareness in the field. This underpins the curriculum with current business knowledge.

### **Particular support for learning**

The PDP process embedded within modules of the programme provide the opportunity for each student to have individual appointments with their tutors to discuss their personal, academic and career development.

A system of Peer Supporters was introduced in 2007 to provide additional support to the new first year students and also to the new students entering at year three. The most successful use of the

peer supporters has taken place with International students where the peer supporter is of the same nationality.

A recent initiative has involved some of the full time students in a research project with twelve other universities to improve 'Learning Power'. The ELLI (Effective Life Long Learning) Project has raised awareness of the seven dimensions of learning, which has prompted the students to reflect on areas for their own personal development.

The staffrooms and administrative office are currently accommodated conveniently in one section of the college. This provides an easily identifiable area for students to access the necessary help and support they may require.

Many of the modules on the programme are delivered in lecture theatres which have electronically equipped facilities, although further computer and projector facilities are needed for many of the smaller class rooms. The teaching accommodation urgently needs refurbishing, in order to provide a Business School which is more conducive to the learning environment required for today's professional students. Although there are no IT laboratories dedicated to the Business School, the recently refurbished IT laboratories provide high quality teaching provision for Business students.

The Student Village provides safe accommodation for the increasing number of European and International students on the programme and campus facilities include the library sports centre and student services.

### **Equality and Diversity**

The programme team is committed to the needs of university stakeholders and to the recruitment of non-traditional students. Thus the student intake is likely to contain students who have a range of diverse needs either in terms of disabilities, illness, language, their family circumstances or work commitments. In accordance with our legislative obligations every effort is made to facilitate students with disabilities by arranging extra time or special facilities for assessments. The Department also has its own Disability Coordinator to offer advice and complement the University's provision.