

OFFICE USE ONLY	
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## PART TWO PROGRAMME SPECIFICATION

### Programme Title(s)

**Bachelor of Arts (Hons) Applied Business Management**

**FdA in Applied Business Management**

#### 1 Awarding body

Glyndwr University

#### 2 Programme delivered by

Wrexham Glyndwr University

#### 3 Location of delivery

Wrexham/St Asaph

#### 4 Faculty/Department

Faculty of Social and Life Sciences

#### 5 Exit awards available

- BA (Hons) Applied Business Management (Top-up)
- BA (Ordinary) Applied Business Management (Top-up)
- FdA in Applied Business Management
- Certificate of Higher Education in Applied Business Management

#### 6 Professional, Statutory or Regulatory Body (PSRB) accreditation

N/A

#### 7 Accreditation available

The programme team are currently working on mapping the programme to CMI level 5.

- 8 **Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?)**  
N/A
- 9 **JACS3 / HECoS codes**  
N900/10078
- 10 **UCAS code**  
N/A
- 11 **Relevant QAA subject benchmark statement/s**  
Business and Management 2015
- 12 **Other external and internal reference points used to inform the programme outcomes**  
Stakeholder feedback
- 13 **Mode of study**  
Blended learning part time
- 14 **Normal length of study** for each mode of study  
*Note that students are not eligible for funding for a postgraduate qualification if the duration of the part time route is more than double the duration of the full time route.*  
4 years
- 15  
8 years
- 16 **Language of study**  
English

## 17 Criteria for admission to the programme

### Standard entry criteria

Entry requirements are in accordance with the University's admissions policy [click here](#)

The University's entry requirements are set out at <http://www.Glyndwr.ac.uk/en/Undergraduatecourses/UCAStariffchange2017/>

<u>Foundation degree applicants require:</u>	<u>48 Tariff points and /or relevant experience</u>
<u>BA Hons (level 6 top-up) applicants require:</u>	<u>HND/FdA/FdSc in Business or Management or equivalent</u>

These figures are intended as a general guide. Each application is considered individually.

International entry qualifications are outlined on the [National Academic Recognition and Information Centre \(NARIC\)](#) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see <http://www.Glyndŵr.ac.uk/en/Europeanstudents/entryrequirements/> for details), including IELTS.

International students require a UKVI Approved Secure English Language Test (SELT) (please see <http://www.Glyndŵr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/> for details).

### **DBS Requirements**

N/A

### **Non-standard entry criteria and programme specific requirements**

Applicants, who do not meet the entry criteria above, will be assessed on an individual basis by interview, subject to approval by Glyndŵr University.

## **18 Recognition of Prior (Experiential) Learning**

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the [University General Regulations](#). Any programme specific restrictions are outlined below

### **Programme specific restrictions**

N/A

## **19 Aims of the programme**

### **FdA & BA (Hons) in Applied Business Management**

In March 2017, Glyndŵr University joined Bangor University, Coleg Cambria and Grwp Llandrillo Menai, as the four Higher Education establishments in North Wales to form the North Wales Business Academy. The overall aim of the academy, which was part funded through European Social Fund (ESF) funding is to encourage business growth and competitiveness by enabling employers in the North Wales region to identify and address the specific training needs of their organisation. One specific training need that was identified in the region was the need for a targeted programme to help prepare the managers of the future and equip them with the necessary knowledge and skills to progress in the workplace. Thus the Young Talent Academy was formed, with a successful, tailored Level 4 programme to meet this need, the Cert HE Leadership and management.

The Applied Business programme, by expanding on the existing Young Talent Academy programme further aims to prepare students for the challenges of the modern employment market and to strengthen and develop their broader personal

and professional skills. The broad 40 credit modules in this programme are designed with emphasis on international, contemporary and practical business issues in order to ensure graduates have enhanced employability in the job market. The programme provides opportunities for students to benefit from learning in the workplace and through real life case study scenarios to develop the skills and knowledge demanded by employers in the sector. To this end all students are able to study on the Applied Business Management FdA or full degree programme while engaging in paid work with a local business partner.

The general aims of the programme are underpinned by a learning strategy that seeks to offer students self-determination in terms of learning and personal development. During the course students will gain a broad insight into the world of business from academics and industry professionals with a wealth of experience in organisations and business. They will inspire the student's commercial acumen and business skills as they develop the knowledge and abilities necessary to be successful professional in the modern business world. As well as developing their personal and professional skills, students will acquire the knowledge and abilities not only to become an effective business manager, but also the entrepreneurialism to develop their own business.

In the initial 2¾ years students will take a number of introductory topics as part of their FdA programme including leadership and management, business innovation & decision making, contemporary principles of business, enhancing organisational performance and business excellence. Should students then wish to apply to the BA (Hons) top up programme they will be studying competitive strategy, positive working environments and strategic knowledge.

The following are the specific aims of the programme:

**Aim 1:** To equip students with a broad, integrated understanding of key aspects of business management and the changing environment in which businesses operate.

**Aim 2:** To provide students with the most up to date business knowledge and skills and encourage the students to apply this knowledge in the workplace, thus enabling their professional development as future business leaders.

**Aim 3:** To provide students with a stimulating, rigorous, challenging and enjoyable learning experience that develops their capacity to be independent thinkers and influencers.

**Aim 4:** To retain and nurture candidates showing management and entrepreneurial talent within a work based context.

## 20 Distinctive features of the programme

### 1. Leading-edge Content for Future Business Managers

The world of business is ever-changing and our curriculum has changed to reflect latest thinking to reflect the demands and requirements of blue chip organizations seeking to recruit business managers. As such the programme has been designed by and for employers within the region by linking academia and industry in an innovative way to enhance the skills needed by today's business managers. The feedback from the Young Talent Academy which underpins the development and

design of this programme has been excellent, specifically commending the level of support and engagement from the programme leader in ensuring that the participants excel as managers within their organisations. This is embedded within this programme to provide an innovative and entrepreneurial strand to produce market-led differentiation throughout the programme. The flexible blended learning approach, incorporating a day per month of face to face learning and weekly online tasks also allows students to work alongside their studies.

## **2. Focus on Work-Based Business Management Experience**

If we are to lay claim to providing future employers with managers that are “workplace-ready” then we need to build a level of real-life experience into their schedule.

By providing a holistic approach to the study of business management and implementing a blended learning approach, this programme enables professionals to improve their understanding of the principles of business management and to apply this knowledge to their own organisations to improve growth for their organisation.

## **3. Supporting our local business community by providing management graduates with practical business experience**

The programme will support the needs of employers by providing them with management graduates who have worked through a curriculum that is targeted towards real business management application whilst putting that knowledge into practice throughout their study via their employment. Students will be presented with real life project briefs, case studies and scenarios which will be related to their management related employment.

## **4. Embracing Modern Assessment Methods**

In the professional workplace, managers are expected to communicate in a variety of ways. This can include writing management reports, delivering visual presentations and having in depth one-to-one meetings. As part of our commitment to preparing our graduates for the professional workplace, we recognise the need to provide a variety of assessment methods that retain academic rigour, but also offer students opportunities to develop themselves as business managers in a variety of ways. Consequently students will be assessed by methods such as management based reflective exercises, management level oral presentations, case study evaluation, and management report writing.

## **21 Programme structure narrative**

### **Structure**

#### **Part-time**

Each level of this programme will be delivered in three teaching blocks or modules. Each level consists of 15 months of study. Direct entry is available for levels 5 and 6 if individuals have relevant and appropriate qualifications.

FdA = 2  $\frac{3}{4}$  years

BA (Hons) Top-up = 15 months

The students will participate in 7 hours of face to face learning, 2 hours of scheduled online learning, and up to 6 hours of independent learning completing set tasks per month, in addition to independent research and preparation for assignments. All of the independent learning will take place via Moodle online learning platform and completion of the tasks will be monitored as an essential part of achieving the qualification. Each level of the programme is continuous, with no set breaks therefore will not follow the usual academic calendar. The programmes will start in January each year with one exceptional intake of level 5 students in September 2019 to allow progression from the phased out Cert HE programme.

### **Year 1**

Sept 19	Oct 19	Nov 19	Dec 19	Jan 20	Feb 20	Mar 20	Apr 20	May 20	June 20	July 20	Aug 20
Level 5	Module 1					Level 5	Module 2				Level 5
				Level 4	Module 1					Level 4	

### **Year 2**

Sept 20	Oct 20	Nov 20	Dec 20	Jan 21	Feb 21	Mar 21	Apr 21	May 21	June 21	July 21	Aug 21
Module 3				Level 6	Module 1					Level 6	
Module 2			Level 4	Module 3			Level 5	Module 1		Level 4	
				Level 4	Module 1					Level 4	

### **Year 3**

Sept 21	Oct 21	Nov 21	Dec 21	Jan 22	Feb 22	Mar 22	Apr 22	May 22	June 22	July 22	Aug 22
Module 2			Level 6	Module 3							
		Level 5	Module 2		Level 5	Module 3					
Module 2			Level 4	Module 3		Level 5	Module 1			Module 1	
			Level 4	Module 1						Level 4	

### **Year 4**

Sept 22	Oct 22	Nov 22	Dec 22	Jan 23	Feb 23	Mar 23	Apr 23	May 23	June 23	July 23	Aug 23
Level 6	Module 1					Level 6	Module 2				Level 6
		Level 5	Module 2			Level 5	Module 3				
Module 2		Level 4	Module 3			Level 5	Module 1			Module 1	
			Level 4	Module 1						Level 4	

### **Year 5**

Sept 23	Oct 23	Nov 23	Dec 23	Jan 24	Feb 24	Mar 24	Apr 24	May 24	June 24	July 24	Aug 24
6	Module 3										
Level 6	Module 1					Level 6	Module 3				level 6
		Level 5	Module 2			Level 5	Module 3				
Module 2		Level 4	Module 3			Level 5	Module 1			Module 1	
			Level 4	Module 1						Level 4	Module 1

## **Composition of Awards**

For the BA (Hons) Applied Business Management degree, the following applies:

1. The Certificate of Higher Education in Applied Business Management is an exit award available for a student who has completed 120 credits at level 4 or above and who is unable, or chooses not to continue on the programme.

2. The FdA in Applied Business Management is an exit award available for a student who has completed 240 credits of which 120 credits were studied at level 4 and 120 were studied at level 5 and who is unable or chooses not to continue on the programme.

3. The BA Applied Business Management is an exit award available for a student who has completed 300 credits, of which 120 credits were studied at level 5 or above and 60 credits at level 6. The level 6 credits can be taken from any of the available modules.

4. The BA (Hons) Applied Business Management is awarded to a student who has completed 360 credits, of which 120 credits were studied at level 5 or above and 120 credits at level 6.

## 22 Programme structure diagram

### FdA Applied Business Management

Level 4						
Block 1-3	Mod title	The Essence of Management	Mod title	Leading a Campaign	Mod title	Business Innovation and Decision Making
	Module code	BUS469	Module code	BUS468	Module code	BUS467
	Credit value	40	Credit value	40	Credit value	40
	Core/Option	Core	Core/Option	Core	Core/Option	Core
	Mod leader	Gaenor Roberts	Mod leader	Gaenor Roberts	Mod leader	Gaenor Roberts

Level 5						
Block 1-3	Mod title	Contemporary Principles of Business	Mod title	Enhancing Organisational Performance	Mod title	Winning with People
	Module code	BUS594	Module code	BUS595	Module code	BUS596
	Credit value	40	Credit value	40	Credit value	40
	Core/Option	Core	Core/Option	Core	Core/Option	Core
	Mod leader	Neil Pritchard	Mod leader	Gaenor Roberts	Mod leader	Gaenor Roberts

### BA (Hons) Applied Business Management (level 6 Top-up)

Level 6						
Block 1-3	Mod title	Exploring Competitive Strategies	Mod title	People Manageme	Mod title	Applying Strategic Knowledge

			nt and the Law		
Module code	BUS678	Module code	BUS679	Module code	BUS677
Credit value	40	Credit value	40	Credit value	40
Core/Option	Core	Core/Option	Core	Core/Option	Core
Mod leader	Gaenor Roberts	Mod leader	Emma Taylor	Mod leader	Gaenor Roberts



## 23 Intended learning outcomes of the programme

Knowledge and understanding				
	Level 4	Level 5	Level 6	Level 6 Honours Degree
A1	Students will be able to develop a thorough understanding of how businesses operate and the essence of business management globally.	Students will be able to develop a wider understanding of leadership skills in the workplace and ways in which employee performance could be enhanced.	Students will be able to critically evaluate the legal framework within which organisations support their staff in both the United Kingdom and globally.	Students will be able to undertake an independent research project which develops a depth of understanding of businesses in the UK.
A2	Students will have a general overview and understanding of how business's function in a variety of different sectors.	Students will be able to critically appraise the impact of environmental and external forces on organisations including ethical, social, economic and technological change issues.	Students will be able to develop aptitude in applying business techniques in planning, decision making, performance evaluation, and control scenarios.	
A3	Students will be able to identify the various models of communication and how to use different techniques for different business situations.	Students will be able to explain the main concepts, principles and regulations of the business environment in the U.K.	Students will have a critical awareness of the strategic environment within which organizations operate.	
A4	Students will be able to describe the various principles, theories, concepts and techniques of economics and finance by which a business organisation can improve operationally	Students will be able to demonstrate understanding of the selection criteria and numerical calculations necessary to make informed decisions in a variety of business scenarios.	Students will be able to critically demonstrate an awareness and appreciation of the complexities of running and managing a business.	

<b>Intellectual skills</b>				
	Level 4	Level 5	Level 6	Level 6 Honours Degree
B1	Students will be able to develop strong reasoning and analytical skills to support business performance.	Students will be able to apply knowledge of business theory to real life scenarios and case studies.	Students will develop an ability to think on a level above technical or tactical details and yet still make insightful inferences to business scenarios.	Students will be able to synthesise key sources of business information and present it in a meaningful and constructive format.
B2	Students will be able to apply problem solving techniques to business using appropriate tools to identify, formulate and solve business problems as well as create, identify and evaluate options.	Students will be able to apply critical thinking to business scenarios to provide a reliable argument that is substantiated by evidence.	Students will be able to accurately identify the nature and characteristics of a business problem within a business domain.	Students will be able to critically assess theories and real life business scenarios and formulate plausible and defensible conclusions.
B3	Students will be able to demonstrate numeracy and quantitative aptitude that can be applied to assist business situations.	Students will be able to demonstrate an ability to absorb complex information and demonstrate ability to explain complex concepts	Students will be able to critically apply theories and real life business scenarios and formulate plausible and defensible conclusions.	Students will be able to apply problem solving and decision making skills using appropriate tools to identify, formulate and solve business problems as well as create, identify and evaluate options.
B4	Students will be able to undertake basic research and be able to capture, analyse and disseminate the outputs of the research in a form which can be understood by the intended audience.	Students will be able to develop skills in logical reasoning and perception for decision- making and performance measurement.	Students will be able to apply problem solving and decision making skills using appropriate tools to identify, formulate and solve business problems as well as create, identify and evaluate options.	

<b>Subject skills</b>				
	Level 4	Level 5	Level 6	Level 6 Honours Degree
C1	Students will be able to write and communicate appropriately for different business audiences.	Students will be able to collect and gather information from a wide variety of sources and apply to real-life business scenarios.	Students will be able to execute advanced interrogation of key literature sources across a breadth or learning resource platforms and justify its relevance to the contemporary business world.	Students will be able to undertake an independent research project from which they develop their study skills, fieldwork and research skills within a defined business or management area.

C2	Students will be able to demonstrate evidence in making rational arguments in business context.	Students will be able to explain and communicate complex concepts within business with confidence.	Students will be able to demonstrate an independence of thought which enables them to devise their own solutions and knowledge base to apply in business.	
C3	Students will have the ability to offer informed opinion on current business issues.	Students will be able to analyse commercial situations and come up with realistic alternative solutions based on quantitative evidence	Students will be able to demonstrate and further enhance interpersonal skills of effective listening, negotiating and persuasion, particularly suitable for use in a business environment.	
C4	Students will be able to develop numeracy and IT skills suitable for business planning and financial projections.	Students will be able to self-reflect on their own potential leadership style within a business environment.	Students will be able to apply a variety of rules to different business situations and pay attention to detail whilst working under very tight time pressures.	

<b>Professional / Employability Skills and Abilities</b>				
	Level 4	Level 5	Level 6	Level 6 Honours Degree
D1	Students will establish competence in technical and business reporting.	Students will be able to communicate in a clear, systematic and concise way, in writing and orally, in more formal academic and professional styles, and in longer pieces of work of a technical nature.	Students will be able to demonstrate effective leadership, team working and networking skills required for the workplace.	Students will be able to showcase the value of research in enhancing current thinking.
D2	Students will be able to demonstrate awareness of career development opportunities in the field of business and demonstrate effective self-management and the ability to continue learning.	Students will be able to develop interpersonal skills that would be appropriate for a workplace environment.	Students will be able to apply a variety of problem solving skills and creativity in workplace scenarios.	
D3	Students will be able to discuss the importance of digital skills and business theories in a global business environment.	Students will be able to demonstrate self-awareness and sensitivity to diversity in people and different situations.	Students will be able to seek and make effective use of feedback in addition to critical self-awareness, particularly in the managerial context.	

## 24 Curriculum matrix

To demonstrate how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

For successful completion of Certificate of Higher Education Applied Business Management students will achieve the following learning outcomes A1-A4, B1-B4, C1-C4, D1-D3 at Level 4

For successful completion of FdA Applied Business Management students will achieve the following learning outcomes A1-A4, B1-B4, C1-C4, D1-D3 at Level 5

For successful completion of BA (Ord) Applied Business Management or BA (Hons) Applied Business Management students will achieve the following learning outcomes: A1-A4, B1-B4, C1-C4, D1-D3 at Level 6

	<i>Module Title</i>	<i>Core or option?</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>
Level 4	The Essence of Management	Core	■	■	■	□	■	■	□	■	■	■	■	□	■	■	□
	Leading a Campaign	Core	□	■	■	□	□	□	■	■	■	■	■	■	■	□	■
	Business Innovation and Decision Making	Core	■	□	□	■	■	■	■	■	■	■	■	■	■	■	■
Level 5	Contemporary Principles of Business	Core	■	■	■	■	■	■	■	■	■	■	■	□	■	■	■
	Enhancing Organisational Performance	Core	□	■	■	■	■	■	■	■	■	■	■	□	■	■	□
	Winning with People	Core	■	■	■	□	■	■	■	■	■	■	□	■	■	■	■
Level 6	Exploring Competitive Strategies	Core	□	■	■	■	■	■	■	■	■	■	□	■	■	■	■
	People Management and the Law	Core	■	□	□	■	■	■	■	□	■	■	■	■	■	■	■
	Exploring Competitive Strategies	Core	□	■	■	■	■	■	■	■	■	■	■	□	■	■	■

## 25 Learning and teaching strategy

In accordance with sound educational research and current best practice, the programmes will be delivered through a broad range of learning and teaching strategies. The delivery of the programme and its assessment will reflect the spirit of Wrexham Glyndŵr University's Learning, Teaching and Assessment Strategy with particular emphasis on:

- The development of autonomous learners.
- Provision of learning opportunities that are personally and professionally relevant and quality assured.
- The maintenance of a supportive learning environment.
- The promotion of the scholarship of teaching.

The learning and teaching strategy for this programme will follow a different structure to the programmes generally delivered by the North Wales Business School in order to reflect the different vocational and academic backgrounds of the students enrolled onto this programme.

Face to face teaching will take place for 7 hours per month, either as a day per month, or two evenings per month at Glyndŵr University's OpTIC Centre, St. Asaph Business Park, St. Asaph, or at the Plas Coch campus in Wrexham, with the student taking part in independent online learning, reading, written and practical tasks, and some scheduled online learning for the remaining weeks.

It is also expected that the students will implement and practice their learning in the workplace, forming opinions on the effectiveness of practices, start thinking creatively, critically evaluating and reflecting on their own experiences.

It is recognised that the nature of this programme requires some different strategies to be employed, however the over-arching Business School strategies also apply to this programme, which are:

1. To provide our students with a breadth of content through our online learning platform – Moodle. This includes but it not limited to, video links, journal article recommendations, news stories etc.
2. Teaching typically comprises of a lecture, followed by a tutorial. The classroom tutorial sessions will be conducted either by the module leader or another lecturer with comparable skills and knowledge.
3. Deploy a variety of other learning and teaching methods: The Programme leader, as module leader for the majority of the modules will act as the facilitator for the programme, organising specialist lectures and industry experts as guest speakers, setting weekly tasks and ensuring a cohesive, holistic approach to the learning. Some unique feature of this programme include:
  - i. Guest lectures – these will typically be business owners or practitioners or subject matter experts that are willing to come and share their knowledge with the students on a one-off basis. Some of these may be Big Ideas Wales Role Models, funded by the Welsh Government.
  - ii. Site / workplace visits - these involve taking the students to a variety of venues or organisations to enhance the applied learning aspect of their studies. These types of

activities are typically funded either by the University or through accessing external funding, and will take place once every five month teaching block.

### **Electronic Learning Platform**

The degree in Applied Business Management will make use of the Wrexham Glyndŵr Moodle virtual learning environment (VLE). Due to the structure of the course, it will be a key resource in terms of the learning process for this programme. Moodle will be used in the following ways:

1. As a resource centre for all of the learning material, relevant information and additional learning resources for the programme. This may include access to the video content of the lectures and the links to the additional resources such as bibliography, relevant journal and online articles. It will also contain the student handbook, and will be updated regularly with current information such as deadlines and course reminders.
2. As the location of the student forum. The forum is an opportunity for all students to engage with each other and the programme leader. The forum is a resource where students can post questions, comments and suggestions relating to specific aspects of the programme. Further, the forum will be used as a means of engaging students beyond the scheduled learning by contributing to online discussions and debate. The forum is a permanent resource and is not expected to be accessible as a 'live debate' (compared to the chat room below). Threads on the forum are continuous and over time will provide students with a rich repository of peer-led information relating to relevant aspects of their studies.
3. Web chat. The use of chat rooms will be a key feature of the programme, and as well as facilitating some of the scheduled learning tasks, will also be an essential means of ensuring student engagement through regular interaction with the programme leader. These chat rooms also provide an opportunity for students to 'meet' electronically and discuss topics that are not covered specifically in the forum, and to discuss group work when meeting face to face is difficult. It is anticipated that both students and the programme leader will agree regular specific dates and times on which they will come together to chat. The purpose of the web chat facility is to provide an opportunity for students to share experiences, pose questions and discuss thoughts on the module with fellow students. This might involve replicating aspects of the classroom delivery within a virtual environment. For example, asking students to engage in a debate with certain students being 'for' or 'against' a particular topic, or generally to allow students to voice an opinion on related topics. The programme leader will act as a facilitator throughout these activities. Whilst this would not be assessed, its purpose is to maintain engagement and interaction amongst students, with the programme leader taking responsibility to monitor the level of engagement across the student cohort. The use of chat rooms and on line fora will be utilised at the discretion of the programme leader, who will also be responsible for delivering and monitoring content. The use of online chat will be reviewed on an annual and on-going basis and will form part of the module review and course AMR.

Other Software - There will be a scheduled learning element of this programme which involves the use of web conferencing, which may include webinars or webcasts, via software outside of Moodle. New teaching material will be introduced during these interactive sessions, enabling students to ask questions or share their

experiences. These sessions will vary between small group webinars, to whole cohort webcasts.

### **Recognition of Cohort Identity**

The learning and teaching strategy needs to reflect the different vocational contexts of the undergraduate students. As a result there is a need to ensure that:

- (i) Teaching methods adopted for classroom and related activity are planned to ensure that tutors use examples drawn from all of the disciplines when explaining the application of theory to practice.
- (ii) Group discussions, case study / problem solving activities relate to and reflect the differing aspects of practice represented within the classroom.
- (iii) Guest lecturers used to deliver material relevant to shared modules need to be briefed by the module tutor to ensure that they are aware of the student profile and that the proposed presentation accommodates this context.

## **26 Work based/placement learning statement**

All enrolled students will already be in either paid employment or a relevant voluntary role, with either the employer sponsoring the student through match funding fees and time to complete the programme, or the student paying for their own studies and completing it in their own time.

Each student in paid employment will need to be allocated a work-based learning mentor within their employment. The mentor will normally be the student's line manager or a HR manager, or another relevant senior person. WGU provides complimentary mentoring, professional supervision and coaching courses to expand the skills of supervisors and managers to ensure that each student is adequately supported, and that learning that is applied to the workplace is effective and impactful.

All students currently volunteering will be supported by the programme leader to identify a suitable person to act as a mentor, and any other changes to a student's employed status will be supported as appropriate by the programme leader.

The programme leader will introduce him/herself to each mentor before the start of the programme, and outline the content of the mentor handbook, and the key responsibilities to be undertaken. These will include:

- Regular review meetings between the student, mentor and Glyndŵr programme leader. Each mentor will receive a written report during every five month teaching block.
- Completing any paperwork as required as evidence of learning for the programme.
- Supporting the student in the completion of assessments that require practical involvement from the workplace.

## 27 Welsh medium provision

The programmes will be delivered through the medium of English but tutorials, student presentations, lecture notes can be given in Welsh. Students are also entitled to submit assessments in the medium of Welsh.

## 28 Assessment strategy

The approach to assessment has been guided by the QAA UK Quality Code for Higher Education (chapter B6: Assessment of students) and the University Assessment Guidelines.

The overall strategy for the programme is to ensure that assessment provides the opportunity for students to demonstrate achievement of the module learning outcomes, and the potential to demonstrate achievement at the threshold and exemplary levels. Assessment tasks will reflect the current QAA Characteristics and the criteria will be contextualised to reflect the learning outcomes of the module.

The practical nature of the programme is reinforced through the importance of reflective practice and coursework as part of the learning process and assessment. Despite the importance of their theoretical basis, many of the concepts are often best grasped by practical exercises and assignments. A key element of the assessment strategy for this programme is that it will be grounded in the students' experience in the workplace and will support reflective learning practices. Practical coursework includes but is not limited to: exercises for private study or in practical / tutorial classes and team / individual projects and will be designed to increase students' management and longer term employability skills.

This programme offers an eclectic and innovative range of assessment methods which includes oral presentations, blog writing and report writing. Whilst this provides students with opportunities to evidence their learning in different ways and fits well with the University's wider focus on assessments that are embedded in employability, it is recognised that particular care needs to be taken to ensure that the resource and intellectual requirements of these assessments are commensurate with the level being assessed. Specific detail on this is given in the relevant module specification. Module assessments will be designed to be sufficiently varied in order to accommodate different learning styles.

Emphasis will be placed upon students to undertake independent study activities, and to consider and implement where appropriate the theories and practices within their workplace. Further, each practical oriented module will be facilitated by a traditional summative assessment approach at the culmination of the work. However, extensive use of formative feedback, milestones, and guidance from staff will be applied throughout each teaching block. This is particularly important due to the nature of the delivery on this programme, and will need to be carried out on a weekly/fortnightly basis.

Feedback is provided at multiple points to students through informal contact with the programme leader at the full day teaching sessions, and in formally allocated support sessions. Students will receive written feedback on assessed work within the timescales laid down by the University. Such feedback will be provided on a standard form, which includes feedback on performance and identifies areas for improvement and development.



Students will receive formative assessment, particularly during the online and self-study elements of the programme to ensure that they can keep track of their progress and development. This will also be a key factor in ensuring student engagement and retention on all programmes. In the case of practical assessment, this may be a final summative assessment, so more frequent formative assessment provides academic rigour and increases student awareness and confidence in the subject.

An overview of the assessment details will be provided in the Student Handbook and full details of the assessment criteria for each module is provided in the module specification, which forms part of the module pack available to students. Students will be informed of the penalties that apply for non-submission. In addition students will be made aware of the procedure relating to extenuating circumstances and will be encouraged to work closely with their tutors should they require support and guidance on this matter. The word counts indicated below are indicative equivalents for modules using more innovative forms of assessment such as blog writing, website creation and other forms of verbal and/ or visual presentations.

Assessment practices will include the use of Turnitin as a tool to support students to develop their academic writing style as well as a tool to detect plagiarism or collaboration. All module assessments will be internally verified with a sample being moderated by the external examiner in accordance with the University's Regulatory Requirements.

<b>Module code &amp; title</b>	<b>Assessment type and weighting</b>	<b>Assessment loading</b>	<b>Indicative submission date</b>
BUS469 The Essence of Management	Portfolio (25%) Case study (40%) Presentation (35%)	1,500 2,000 15 minutes	Week 6 Week 12 Week 20
BUS468 Leading a Campaign	Group project (70%) Reflective Practice (30%)	3,000 1,500	Week 16 Week 20
BUS467 Business Innovation and Decision Making	Project (60%) Presentation (40%)	3,000 15 minutes	Week 16 Week 20
BUS594 Contemporary Principles of Business	Presentation (35%) Simulation (15%) Case Study (50%)	15 mins 10 mins 2,500	Week 20 Week 13 Week 8
BUS595 Enhancing Organisational Performance	Presentation (30%) Report (35%) Case Study (35%)	15 minutes 1,500 1,500	Week 6 Week 12 Week 20
BUS596 Winning with People	Project (65%) Portfolio (35%)	3,000 1,500	Week 15 Week 20
<b>BA Top-up</b>			
BUS678 Exploring Competitive Strategies	Portfolio (50%) Essay (50%)	2,500 2,500	Week 10 Week 20
BUS679 People Management and the Law	Presentation (50%) Report (50%)	15 minutes 2,500	Week 20 Week 10

BUS677 Applying Strategic Knowledge	Research Proposal (20%)	1,000	Week 10
	Report (60%)	2,500	Week 18
	Presentation (20%)	15 minutes	Week 20

## 29 Assessment regulations

The regulations for Bachelor Degrees, FdA Degrees, Diplomas and Certificates apply to this programme.

### Derogations

N/A

### Non-credit bearing assessment

N/A

### Borderline classifications (for undergraduate programmes only)

In considering borderline cases the Assessment Board shall raise the classification to the next level if all the following criteria are met:

- (i) At least 50% of the credits at level 6 fall within the higher classification
- All level 6 modules must have been passed at the first attempt

### Restrictions for trailing modules (for taught masters programmes only)

N/A

## 30 Programme Management

### Programme leader

Gaenor Roberts

### Module Leaders

Gaenor Roberts

Neil Pritchard

Emma Taylor

## 31 Quality Management

The Programme Leader will take overall responsibility for quality assurance and enhancement in line with the expectations detailed within the University's Programme Leaders Handbook. The programme leader will work closely with the Module Tutors, supporting Personal Tutors, guest speakers and administrative support personnel to provide the day-to-day general academic support to students. Particular responsibilities of the leader will include, but not be limited to:

- The management and development of curriculum and the course portfolio
- Student tracking and student records
- Collation of assessment data and presentation of data at assessment boards
- Management/co-ordination of overall assessment activities across the programme
- Liaison with external bodies and agencies
- Quality assurance and annual monitoring, including compilation of the Annual Monitoring Report
- Co-ordination of admissions activities and other recruitment activities, including relevant publicity activities.
- Review meetings/reports between the Programme leader, workplace mentor and student at least once per learning block.

The Programme Leader will report directly to the Faculty Board every semester providing an overview of the provision and a progress report.

Each module will be assigned to a named Module Leader who will take responsibility for the delivery of the learning, teaching and assessment of the module. In keeping with the policies and procedures agreed by the University, the key mechanism for quality control and enhancement at programme level will be the processes and procedures associated with the annual monitoring cycle which is formalised through the production of the Annual Monitoring Report (AMR). The AMR evaluates the programme delivery drawing on feedback from students, relevant professional bodies, External Examiners, employers and the programme's advisory group. Specific methods used for consulting students include the completion of Student Evaluation of Module (SEM) feedback, mid-way through each module, and at the end of each module, as per Glyndŵr University guidance, Student Voice Forum (SVF's) and end of year group feedback sessions. The outcomes of this report are scrutinised and agreed at programme level with subsequent monitoring and review being formalised through the Faculty Board meetings and the University Learning and Teaching Committee.

Feedback will be provided to students in the following ways: Minutes and responses to SVF; External Examiner reports and any associated actions arising will be prescribed to students in the November SVF. An overview of the draft AMR and associated actions will be presented to the SVF in November; an update on achievement of AMR Action plans will be provided in the March SVF.

Regular Programme Team meetings will be held to monitor programme performance. Issues typically discussed include, recruitment and retention, student feedback, assessment calendars, approaches to learning and teaching, coordination

of site visits and guest lecture plans. Peer observation as well as peer review of marking, assessment and feedback.

A personal tutor will be allocated to each student on the programme, and will ensure the welfare and development of each student throughout their period of study, as well as liaising closely with the workplace mentor to ensure that the student is receiving the appropriate level of support in the workplace, and wherever possible that the programme needs of the employer are being met.

The Programme Team have established an advisory network of employers during the formulation of the programme and it is intended that this network will be strengthened and maintained to advise the Programme Team on curriculum and employability matters, provide opportunities for field visits, guest lecturers and work placement opportunities.

### **32 Research and scholarship activity**

The Programme Leader has relevant, recent practitioner and academic experience to lead this programme, and is supported by the Programme Team who are all committed to ensuring that their knowledge remains current and relevant to changing practice. Additionally they ensure that they reflect on and develop their teaching practice through engagement with teaching related CPD. As members of their respective professional bodies, the Programme Team are committed to undertaking a minimum level of CPD. Staff undertaking research related to the programme area seek publications for their work at relevant national and international research conferences and in appropriate refereed journals.

### **33 Learning support**

#### **Institutional level support for students**

The University has a range of departments that offer the support for students as:

- Library & IT Resources
- Inclusion Services
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student Programmes Centre
- Glyndŵr Students' Union

#### **Faculty support for students**

All students at Wrexham Glyndŵr University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal students and

to provide pastoral and academic support throughout their studies at the University. It is a vital role to support student engagement and retention, and to help every student to success to the best of their ability.

### **Programme specific support for students**

Due to the nature of this programme and due to the work/voluntary commitments of the students it is anticipated that the majority of the support mechanisms will be online. Students will be able to contact the programme team via email or on the telephone during normal office hours, but will also be encouraged to set up peer support groups via a Moodle café or a social media group. Where appropriate, the students can also access face to face support through either arranging a time during one of the scheduled learning day, or by visiting Glyndŵr University, where the staff offices for the Programme Team are currently accommodated conveniently in one section of the University. This provides an easily identifiable area for students to access the necessary help and support they may require.

Every student on the degree programme will be assigned a Personal Tutor (PT) whose predominant task is academic support and a Workplace Mentor (WM) whose main responsibility will be providing the necessary support from the employer's perspective. PT's are allocated to students in induction week for the entire programme length and are members of the programme delivery team. Students will have an opportunity to change PT's at any time without question. WM's will be offered free training through Glyndŵr University to support their mentoring role, and develop coaching and mentoring skills as appropriate.

Students requiring additional support in terms of their employment situation and its impact on their ability to achieve the learning outcomes of the programme's modules will be given the opportunity on a personal basis to gain additional support, counselling and advice from their Personal Tutor, the Programme Leader and the Careers Centre of the University so as to enable them to complete their studies to the best of their capabilities.

Where required, module tutorials on the programme will be delivered in rooms with electronically equipped facilities, including Wi-Fi. The IT laboratories in the Edward Llwyd Centre provide good quality teaching provision for Business students when needed. The Student Support Services provide additional assistance for students with learning differences and any counselling, financial or careers advice needed.

Students have access to campus facilities including the library, sports centre and student services.

Students are expected to submit their assignments through the text-matching tool, Turnitin. The use of Turnitin as a diagnostic tool to support students in their writing is an effective method.

Additional support mechanisms include:

- An extensive induction programme introducing the student to the University and their course. The programme will include course related issues, student support, library induction, study skills, career development etc.
- Excellent library and internet support through the help desk.

- A Student Handbook providing information about the Programme structure, University regulations etc.
- Key Skills for Employability incorporated into all modules.

Written feedback provided for all assessments, normally within three weeks of the hand-in date.

### **34 Equality and Diversity**

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equality and Diversity Policy <https://www.Glyndŵr.ac.uk/en/AboutGlyndŵrUniversity/EqualityandDiversity/> ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.