

## PROGRAMME SPECIFICATION

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### Award titles

#### Programme Title(s)

Master of Business Administration MBA

MSc Management

#### Internal Programme Title(s) (if different to the title on the certificate)

N/A

#### Programme to be included in Graduation Ceremonies

Yes

### Delivery period

5 years

### Intake points

Three intakes per academic year: Sep/Oct, Jan/Feb and May/June

### Regulatory details

<b>Regulatory details</b>
<b>Awarding body</b>
Glyndŵr University
<b>Programme delivered by</b>
Bloomsbury Institute
<b>Location of delivery</b>
Bloomsbury Institute, Bloomsbury Campus, London
<b>Faculty/Department</b>
Glyndŵr University: Faculty of Social and Life Sciences
Bloomsbury Institute: School of Business and Accounting
<b>Exit awards available</b>
MBA: Postgraduate Diploma in Business Administration MBA: Postgraduate Certificate in Business Administration

MSc Management: Postgraduate Diploma in Management MSc Management: Postgraduate Certificate in Management
<b>Professional, Statutory or Regulatory Body (PSRB) accreditation</b>
<u>Chartered Management Institute (CMI)</u>  We will seek the accreditation by CMI at Level 7 Strategic Management and Leadership Practice (RQF Syllabus June 2021 Version 4).  <b>This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.</b>
<b>Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) e.g. <i>completion of placement</i>.</b>
CMI awards will be conferred depending on individual student choices related to the specialisations/optional modules <sup>1</sup> .  A student may be awarded one of the following CMI qualifications: <ul style="list-style-type: none"> <li>• CMI Level 7 Award in Strategic Management and Leadership Practice</li> <li>• CMI Level 7 Certificate in Strategic Management and Leadership Practice</li> </ul>
<b>HECoS codes</b>
100078 – business and management
<b>UCAS code</b>
MBA1 MSC1
<b>Relevant QAA subject benchmark statement/s</b>
QAA Subject Benchmark Statement: Master’s Degrees in Business and Management (June 2015)
<b>Mode of study</b>
Full time
<b>Normal length of study for each mode of study</b>
Full-time: 1 year
<b>Language of study</b>
English
<b>Transitional arrangements for re-validated provision if applicable</b>
N/A
<b>The following University Award Regulations apply to this programme</b>
General Regulations and Definitions  Award Regulations for Taught Masters Degrees for Bloomsbury Programmes only

<sup>1</sup> See further details here: <https://www.managers.org.uk/wp-content/uploads/2020/09/Level-7-Strategic-Management-and-Leadership-Practice-Syllabus-V2-2.pdf>

**OFFICE USE ONLY**

Date of validation event:	14 February 2022
Date of approval by Academic Board:	08/04/2022
Approved Validation Period:	5 years
Transitional arrangements approved (if revalidation)	N/A
Date and type of revision:	<i>Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date) 16/06/2022 – admin corrections</i>

## Criteria for admission to the programme

### Standard entry criteria

Entry requirements are in accordance with Bloomsbury Institute's Admissions Policy, in alignment with Glyndŵr University's admissions criteria.

#### Entry requirements for Master of Business Administration MBA

- Applicants require a first or second-class honours degree from a UK university, or equivalent, and are required to have significant post-graduation and/or at least 2 years' relevant work experience
- Applicants for whom English is a second language require IELTS at 6.0 (minimum 5.5 in each skill sub-set) unless the entry qualification was taught and assessed in English and the applicant completed the qualification within three years of entry onto the programme
- Applicants may be required to attend (and pass) an academic interview.

#### Entry requirements for MSc Management

- Applicants require a first or second-class honours degree from a UK university, or equivalent
- Applicants for whom English is a second language require IELTS at 6.0 (minimum 5.5 in each skill sub-set) unless the entry qualification was taught and assessed in English and the applicant completed the qualification within three years of entry onto the programme
- Applicants may be required to attend (and pass) an academic interview.

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

International entry qualifications are outlined on the [ECCTIS](#) 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, including IELTS.

International students are required to provide an English Language Certificate which meets the requirements set out above.

### Non Standard entry criteria

Applicants who do not satisfy the standard entry criteria may be considered for non-standard admission in accordance with Glyndŵr University's Admissions Policy.

## Record 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.

Applicants may enter the programme with RPL/RPEL to a maximum of 120 credits at Level 7.

## DBS Requirements

Not required for these programmes.

## Suitability for Practice Procedure

N/A

## Aims of the programme

The following are the specific aims of the programme:

1.	Provide students with an innovative, rigorous, intellectually stimulating and vocationally relevant advanced study of the theory and practice of areas of business management, enabling them to focus on these areas in greater depth than in previous studies or previous experience.
2.	Support students in their journey of becoming self-directed and critical learners, researchers and effective leaders who possess skills for independent research, enquiry, analysis, synthesis, critical evaluation, devising and sustaining arguments, decision-making in complex and unpredictable contexts, and problem-solving.
3.	Strengthen students' critical understanding and awareness of current issues and developments in the subject area and professional practice.
4.	Empower students to reflect upon their own learning, performance, experiences and achievements and to self-direct their personal, educational and career development and progression.
5.	Provide employers (nationally and globally) with self-directed, adaptable, resilient and creative graduates who possess the specialist and practical business management knowledge, skills and behaviours to successfully drive business activities in management and assume leadership roles in contemporary organisations.

## Distinctive features of the programme

The programme addresses Glyndŵr University's Vision and Strategy (2020-2025) and Bloomsbury Institute's Strategic Framework (2021-24) in respect of having an applied/vocational focus that will ensure graduates are equipped with the key transferable skills that are required by employers.

The MBA requires students to have 2-years post-graduation and/or at least 2 years' relevant work experience. This is not required for the MSc.

The MBA and MSc aims to produce graduates that can work effectively in the key functional areas of any type of organisation, be it for profit organisations, governments, institutions or charities. The MBA and MSc will develop the students into global leaders with a cutting edge capable of positively impacting business organisations.

All modules on the MBA and MSc course will cover academic knowledge and understanding. The practical (workplace / entrepreneurship) focus will require students to put that academic knowledge and understanding into real-life practice. Students will be required to complete classroom activities and formative and summative assessments which will 'mimic' workplace/entrepreneurship-type scenarios. Whenever possible students will be asked to draw on their own work experience and work with authentic, occasionally 'live', case studies.

The rationale for a MBA and MSc with a practical (workplace/entrepreneurship) focus is:

- The course will cover academic as well as practical and contemporary aspects of Business Administration which will enhance our students' career prospects in modern (post-pandemic) business organisations.
- The course will allow students to build on their own work/entrepreneurship experience.
- The course will encourage our students to implement the skills and knowledge they gain in the classroom in their workplaces/own businesses in 'real time'.

## **Credit Accumulation and exit awards**

### ***Exit Awards***

MBA students: Successful completion of 60 credits at Level 7 entitles the student to the exit award of Postgraduate Certificate in Business Administration...

MSc Management students: Successful completion of 60 credits at Level 7 entitles the student to the exit award of Postgraduate Certificate in Management.

MBA students: Successful completion of 120 credits at Level 7 entitles the student to a Postgraduate Diploma in Business Administration.

MSc Management students: Successful completion of 120 credits at Level 7 entitles the student to a Postgraduate Diploma in Management.

## Programme Structure Diagram, including delivery schedule

Level 7 – 5 Core modules

### Full-time delivery [MBA]

#### Level 7

Mod Code		Mod title		Credit value		Core/option	June Intake	October Intake	February Intake
Mod Code	BUS7B64	Mod title	Strategy and Leadership in Practice	Credit value	30	Core	June	Oct	Feb
Mod Code	BUS7B65	Mod title	Critical Issues in International Business Management	Credit value	30	Core	June	Oct	Feb
Mod Code	BUS7B66	Mod title	Leading Strategic Management Projects	Credit value	30	Core	Oct	Feb	June
Mod Code	BUS7B67	Mod title	Innovation and Entrepreneurship	Credit value	30	Core	Oct	Feb	June
Mod Code	BUS7B68	Mod title	Final Project	Credit value	60	Core	Feb	June	Oct

### Full-time delivery [MSc]

#### Level 7

Mod Code		Mod title		Credit value		Core/option	June Intake	October Intake	February Intake
Mod Code	BUS7B64	Mod title	Strategy and Leadership in Practice	Credit value	30	Core	June	Oct	Feb
Mod Code	BUS7B65	Mod title	Critical Issues in International Business Management	Credit value	30	Core	June	Oct	Feb
Mod Code	BUS7B69	Mod title	Contemporary Human Resource Management	Credit value	30	Core	Oct	Feb	June
Mod Code	BUS7B70	Mod title	Strategic Marketing Management	Credit value	30	Core	Oct	Feb	June
Mod Code	BUS7B68	Mod title	Final Project	Credit value	60	Core	Feb	June	Oct

## Intended learning outcomes of the programme

On completion, students will have a knowledge and understanding of:

### Knowledge and Understanding

	Level 7
A1	Business strategy and strategic leadership theories and concepts. The role and context of strategic leadership. Behaviours and skills for strategic leadership. Complex organisational challenges related to the internal and external environment.
A2	Contemporary critical business management issues and their impact on business sustainability. Context of UN's Sustainable Development Goals.
A3	Strategic Management Project concepts. Principles of developing business cases, designing research to inform the direction of strategic management projects, project management methodologies and tools. Principles of reporting on the strategic management projects. Skills and behaviours for leading strategic management projects.
A4	Strategic human resource management theories and concepts. Contemporary issues and trends in people practices. Traits, skills and behaviours of effective HR and people development practitioners and leaders.
A5	The role that innovation and entrepreneurship plays in fulfilling broader organisational outcomes. Entrepreneurship concepts (theoretical and from contemporary thinking). Forms and context of entrepreneurship. Multi-dimensional issues which impact on entrepreneurial practice in different contexts. Barriers to entrepreneurial practice. Course of action to achieve an entrepreneurial aim using an evidence-based justification. Characteristics and attributes of entrepreneurial leadership.
A6	Theoretical frameworks and processes which inform strategic marketing. Factors, including strategic aims and context, changing market environments and developments in digital marketing, that impact the development and implementation of marketing strategies. Principles of developing marketing strategies.
A7	Process, concepts and methodologies related to producing a dissertation or a project of strategic benefit to an organisation.

### Intellectual Skills

On completion, students will have developed the following intellectual skills:

	Level 7
B1	<p><b><i>Management and Information</i></b></p> <p>An ability to independently manage learning using a full range of resources for the areas(s) of study (for example, research articles and/or original materials appropriate to the discipline).</p>



	<b>Level 7</b>
	<p>An ability to select, analyse and critically evaluate appropriate resources in order to undertake research tasks with minimum guidance.</p> <p>An ability to conduct in-depth critical analysis of research findings, opinions and experiences used to construct an argument and justify a conclusion as a result of 'weighing up' the evidence.</p>
B2	<p><b><i>Communications</i></b></p> <p>An ability to communicate effectively, succinctly and accurately (and with a technical proficiency in written English) when presenting and defending their view in a variety of formats.</p> <p>An ability to engage and negotiate effectively in professional dialogue, and communicate complex ideas clearly and succinctly.</p>
B3	<p><b><i>Community building</i></b></p> <p>An ability to recognise and understand the role of their immediate and wider communities and the diversity that exists in these communities, and to be a champion of this diversity.</p> <p>An ability to reflect on the complexities of relations within and between communities, and support and be proactive in leadership.</p> <p>An ability to evaluate the challenges facing community in our volatile and uncertain world.</p> <p>An ability to manage conflict in communities and identify collaborative opportunities for development of communities.</p>
B4	<p><b><i>Creativity and problem solving</i></b></p> <p>An ability to critically evaluate problems and identify the patterns that lie behind them, whilst generating and applying ideas to bring about resolution.</p> <p>An ability to recognise the complexity of the creative process and work to include others in the search for resolutions.</p> <p>An ability to generate tangible solutions to solve problems in complex and unpredictable contexts.</p>
B5	<p><b><i>Self-awareness</i></b></p>

Level 7	
	An awareness of their own character and understanding how their unique set of emotions, desires and motives influence their interactions with the world.
	An ability to evaluate own strengths and weaknesses, challenge received opinion and feedback, and take responsibility for own learning.
	An ability to seek feedback from associates and deal with this information objectively and professionally.
	An ability to take positive steps to overcome confidence and resilience deficits and maintain a positive outlook.
	By being in touch with their own journey of growth and self-development, an ability to be a strength and support to others on that journey.
	An ability to act autonomously in planning and implementing tasks at a professional or equivalent level.

### Subject Skills

On completion, students will have developed the following subject-specific skills:

Level 7	
C1	The ability to identify, enquire, critically analyse and critically evaluate issues which relate to areas of business, and the ability to provide original solutions in complex and unpredictable contexts.
C2	The ability to apply relevant business concepts, principles, rules, models and/or techniques to critically analyse and critically evaluate complex business management issues, and to communicate such analysis and evaluation effectively using appropriate written, verbal, audio-visual or electronic formats.
C3	The ability to apply a range of leadership and (self-)management skills and tools to successfully drive business activities of contemporary organisations.
C4	The ability to undertake independent and self-directed research.

### Practical, Professional and Employability Skills

On completion, students will have developed the following practical, professional and employability skills:

	Level 7
D1	The ability to apply a range of concepts and tools to conduct a full strategic analysis of an organisation. The ability to reflect on skills, behaviours and personal and professional development for strategic leadership practice.
D2	The ability to apply critical and diagnostic thinking to develop creative solutions to critical issues facing contemporary organisations.
D3	The ability to develop, and report on, a strategic management project. The ability to reflect on traits, skills and behaviours of effective leaders of strategic management projects.
D4	The ability to generate, justify and critically evaluate solutions for operational and strategic Human Resource Management issues facing contemporary organisations. The ability to reflect on the traits, skills and behaviours of effective HR and people development practitioners and leaders.
D5	The ability to develop and justify a course of action to achieve an entrepreneurial aim. The ability to reflect on traits, skills and behaviours of effective entrepreneurial leaders.
D6	The ability to create a marketing strategy and implementation plan for an organisation.
D7	The ability to apply a range of tools to research, critically analyse and/or evaluate a complex business management issue/topic and to use theoretical concepts to interpret the issue/topic and/or to recommend original and/or practical solutions.

## Learning and teaching strategy

Students will experience a variety of learning and teaching methods. Modules are delivered through lectures, seminars and workshops.

**Lectures** provide a broad outline structure for each topic to be covered. Lectures offer a good way of covering a lot of information and, more importantly, of conveying ideas to many people at once.

**Seminars** enable students to undertake directed self-study and to answer questions and solve problems which are set by the lecturer. Students will present their answers and solutions within the seminar group. Seminars enable students to explore further the topics introduced in the lectures.

**Workshops** follow on from lectures and seminars. They are designed to enable students to work within a small group to perform set tasks (e.g. working on an exercise or case study). They reinforce proactive learning by providing opportunities for discussion and interaction.

The seminar/workshop groups are small, thereby enabling students to develop a deep understanding.

Learning and teaching approaches and resources support increasing independence and critical learning. Such approaches include technology-based learning, designed to offer a holistic learning experience for students by embedding the development of student Digital Literacies (DL). The definition of the term DL is adopted from JISC: 'the capabilities which fit someone for living, learning and working in a digital society'. The programme employs IT Infrastructure to create an educational environment in which students are in control of their learning experience during contact hours and beyond. At the centre of the DL agenda is the provision of Learning Technology services and a range of activities that enable students to develop a range of skills and experience in using information systems and tools that can be useful beyond the boundaries of the programme. Outside of face-to-face teaching, student interaction and engagement continues through the Virtual Learning Environment (VLE). Driven by the Centre for Excellence in Teaching and Learning (CETL) and the Learning Technology team, the DL agenda is applied through a range of activities such as using MS Teams and other learning technology applications as a forum for classroom discussions and (a)synchronous activities.

More specifically, the programme includes the use of:

- Online libraries and databases for gaining access to full-text journal articles and eBooks.
- Means of communication provided through the VLE and learning technology applications.
- Online group-work, for planning, developing, improving, submitting and reflecting on collaborative work completed as part of the programme.
- Assessment and feedback tools such as Multiple Choice Tests/Quizzes, Turnitin and the VLE's Gradebook – enabling timely and detailed feedback on student work.
- Web-based Office 365 for creating and sharing documents, utilising the calendar, storing files, communicating with peers and teachers.

Bloomsbury Institute's Centre for Community Engagement and Learning connects the Institute (and staff and students) with local communities and global partners through experiential learning, research and civic engagement.

Some of the Centre's activities provide students with the opportunity to participate in Bloomsbury Institute's in-house Law Clinic and Radio.

See Section 18 below for more information about the Centre for Community Engagement and Learning.

### **The Wrexham Glyndwr Graduate**

At both Glyndŵr University and Bloomsbury Institute we aim to help students develop and enhance key employability skills and capabilities during their study. There are three key areas with different attributes, attitudes and skillsets and the aim is to help students have the opportunity to enhance and develop skills such as resilience, adaptability, confidence, team working, emotional intelligence and communication, creativity and acting ethically and sustainably. Programmes are designed to enable students to develop and enhance these skills via module content, module learning outcomes and assessment opportunities. Each module will help provide different opportunities for developing and enhancing these capabilities.

Bloomsbury Institute's Centre for Student Engagement, Wellbeing and Success (SEWS) is available to provide information, advice and guidance and access to resources for potential students, current students and graduates.

The SEWS team can support students with employability and interview skills.

See Section 18 below for further information about the support provided to students by Bloomsbury Institute through SEWS and also through the Centre for Community Engagement and Learning.

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

N/A

### **Welsh medium provision**

The programmes will be delivered through the medium of English and all students will submit assessments in the medium of English.

### **Assessment strategy**

There is alignment between the learning and teaching strategy (see Section 10 above), summative assessment methods, and programme and module learning outcomes.

Bloomsbury Institute's assessment strategy provides that:

- Students are clearly informed about the learning outcomes for an individual module, together with the learning outcomes for each level (where appropriate) and the course as a whole.
- Appropriate learning and teaching methods are used which are likely to ensure that the learning outcomes are achieved.
- Students demonstrate the achievement of learning outcomes through summative assessment, and students are assessed in a clear, fair and transparent way.

The assessment methods vary according to modules being studied at core and option level. Each summative assessment requires evidence that the student has achieved the specific learning outcomes of the module and the broader learning outcomes of the course.

Formative assessment is used to inform students on their individual performance, and to inform academic staff on how students within a particular group are performing individually

and collectively. This qualitative data enables module tutors to adapt their teaching and learning methods as required, and also enables additional academic skills and learning support to be provided as required.

Summative assessment includes a mix of the types below (depending on a student's chosen options):

- Individual and group presentations (including seminar presentations)
- Case studies
- Reports
- Portfolios
- Reflective learning papers

Module code & title	Assessment type and weighting	Indicative submission date
BUS7B64 Strategy and Leadership in Practice	50% Portfolio 50% Report	Wk 7 Wk 12
BUS7B65 Critical Issues in International Business Management	60% Portfolio 40% Simulation	Wk 8 Wk 11
BUS7B66 Leading Strategic Management Projects	50% Report 50% Portfolio	Wk 8 Wk 12
Contemporary Human Resource Management	50% Portfolio 50% Project	Wk 7 Wk 11
BUS7B69 Innovation and Entrepreneurship	50% Written Assignment 50% Portfolio	Wk 7 Wk 12
BUS7B70 Strategic Marketing Management	50% Written Assignment 50% Portfolio	Wk 7 Wk 12
BUS7B68 Final Project	90% Dissertation/Project 10% Presentation	Wk 12 Wk 12

## Assessment and award regulations

### Derogations

There will be no derogations however amendments will be applied to Glyndŵr University's Regulations to reflect the proposed 30 credit modular framework.

### Non Credit Bearing assessment

N/A

### Accreditation

Full details on professional body accreditation is set out above.

### Quality Management

All provision will comply with Glyndŵr University's regulations, policies and procedures for quality assurance, the QAA Quality Code and any specific PSRB requirements to ensure the

quality of the learning and teaching on the programme. The University uses the following mechanisms to help evaluate, enhance and review programme delivery:

- Student Evaluation of Module forms
- Student Voice Forum
- Individual student feedback
- Student representatives
- Annual Monitoring reports
- Periodic review and re-validation process
- External Examiner reports
- PSRB requirements and accreditation activities
- National Student Survey (NSS)

Bloomsbury Institute has several methods for the monitoring and evaluation of academic quality and standards, and enhancing the students' educational experience, which will supplement rather than replace those of Glyndŵr University. These methods (that also includes specific reference to those of Glyndŵr University) include:

### ***Student Representatives***

Student Representatives are central to Bloomsbury Institute's student voice mechanisms. Student Representatives receive training in how to carry out their duties and there is a Student Representatives Training Manual. As well as their formal input being listened to in Bloomsbury Institute's Board of Directors, Academic Committee, Quality Assurance and Enhancement Committee, Course Committees, and Student Staff Consultative Forum, there is also on-going 'informal' interaction with the Student Representatives. Bloomsbury Institute has drop-in sessions which allows for matters to be raised, and dealt with, more promptly.

### ***Collective student voice: committee representation***

Bloomsbury Institute has a formal committee structure which is supported by the Senior Management and Leadership Team (SMLT). The SMLT meets every month (except August and either December or January) to ensure effective operational and strategic management and leadership. Bloomsbury Institute's committee structure comprises the following:

- Academic Committee, the senior committee, with external academic representation and student representation
- Quality Assurance and Enhancement Committee (QAEC), the intermediate committee with external academic representation and student representation
- Course Committees, which have student representation
- Student Staff Consultative Forum

The Academic Committee is the parental committee. The QAEC undertakes a supervisory role on behalf of the Academic Committee, and is under the direct control of the Academic Committee.

### ***Individual student voice: Student Module Evaluation Questionnaires (SMEQs)***

One key element of Bloomsbury Institute's annual academic evaluation cycle is the Student Module Evaluation Questionnaires (SMEQs). The results from the SMEQs are collated and commented on by Module Leaders in the Module Monitoring Reports (MMRs) and then subsequently, by Course Leaders, in Annual Monitoring and Evaluation Reports (AMERs).

### ***Individual student voice: additional student surveys***

Besides the SMEQs, Bloomsbury Institute conducts additional student surveys throughout the year.

### **AMERs**

The Annual Monitoring and Evaluation Report (AMER) is the principal instrument for the routine monitoring of the programme. The AMER provides comprehensive and reliable evidence on the quality and standards of Bloomsbury Institute's academic provision, and on factors that impact upon that provision. It provides intelligence on current and possible future developments within a Course Team's academic or professional community and across the college.

### **Standardisation, moderation and grade distribution analysis**

Mechanisms are in place to ensure reliable standardisation, moderation and grade distribution analysis on the programme.

Glyndŵr University's Assessment Regulations and any associated policies and procedures will be fully applicable.

Bloomsbury Institute holds standardisation meetings at module level. Through these meetings, Module Leaders and Module Tutors agree grades for a sample of scripts before the marking starts. At the end of each academic year, Module Leaders analyse the grade distribution of each assessment and the overall module grades in Module Monitoring Reports and set relevant actions (when/if required).

For all modules, formal feedback is obtained from the External Examiners that are appointed and managed by Glyndŵr University. The External Examiners will visit at least once per academic year to examine various aspects of the programme and submit a written report at the end of each academic year. The external examiner element is not only for moderation and evaluation; it is also developmental.

Glyndŵr University's policies and procedures (and those of Bloomsbury Institute) ensure adherence to the following processes:

- Assessment briefs are designed internally, and moderated and internally verified by an internal academic member of staff. The assessment briefs are subject to approval by an external examiner appointed by Glyndŵr University.
- Assessments are internally marked and moderated. Prior to commencing marking, the internal marking team hold a markers' meeting to clarify standards (the standardisation process); this involves marking a sample of scripts to ensure consistency and accuracy of marking across the team.
- External examiners moderate a sample of assessments for all modules.

External examiner reports are submitted to Glyndŵr University and will be considered by Glyndŵr University's Teaching Quality Committee. The external examiner reports are also received by Bloomsbury Institute's quality and academic committees for consideration and action as required.

The Programme Team review and revise modules to ensure alignment with the QAA Framework for Higher Education Qualifications (FHEQ), appropriate QAA Subject Benchmarks and professional body requirements. Any proposed revisions are subject to the approval of Glyndŵr University.



Academic staff develop their subject knowledge and pedagogic expertise through attendance at conferences and in-house staff-development events. Staff also undertake a proactive role in the development of learning, teaching and assessment strategies. Staff also attend and contribute to Bloomsbury Institute's annual Teaching and Learning Conference.

Full-time and fractional academic staff are members of Advance HE and (where applicable) other professional bodies. Staff undertake the role of external examiner at other higher education institutions. Staff also engage in research through Bloomsbury Institute's Centre for Research and Enterprise. All academic staff engage in scholarship.

### ***External Indicators of Quality***

- Regular evaluation of the programme to ensure alignment with the QAA Framework for Higher Education Qualifications, appropriate QAA Subject Benchmarks and professional body requirements.
- Bloomsbury Institute is regulated by the Office for Students.
- The programme is reviewed annually and periodically.
- External examiners are appointed by Glyndŵr University to assure the quality of the assessment process.

### ***Internal Indicators of Quality***

- Annual monitoring and evaluation of the Programme and modules against a number of internal indicators of quality, in accordance with Glyndŵr University's Annual Programme Monitoring procedures (and in addition to those of Bloomsbury Institute).
- Data in relation to student continuation and achievement, equality and diversity, and student satisfaction are considered throughout the year. The data is analysed in relation to trends, averages and any known competitor performance to ensure that standards are being maintained.
- Academic Committee which includes external academic members and student representation.
- Quality Assurance and Enhancement Committee which includes external academic members and student representation.
- Course Committees which include student representation.
- Feedback provided through the Student Staff Consultative Forum.
- Other student feedback mechanisms throughout the student journey, from enrolment through to graduation.
- Assessment Boards (that are convened by Glyndŵr University) which include external examiners.
- Assessment processes including standardisation and moderation.
- Processes for the approval and modification of the programme and modules.
- Processes for monitoring teaching quality including peer observation, managed observation, and staff induction and training.

### **Support for Students**

This section is structured as follows:

- Bloomsbury Institute's corporate value of 'be inclusive': ***Corporate values***
- Teaching facilities available to students: ***Teaching, library and IT facilities: Birkbeck College and Bloomsbury Institute***
- Student introduction to all sources of support: ***Induction programme***
- Embedding student Digital Literacies within the curriculum: ***Digital Literacies***

- General sources of support: **Academic Support** and **Professional Services Support**
- Other support and activities: **Other support and activities** and the **Centre for Community Engagement and Learning**

### **Corporate values**

One of Bloomsbury Institute's five corporate values is 'Be inclusive: Welcome difference as a source of strength and enrichment'.

Depending on their individual circumstances and needs, each student will have access to a variety of sources of support for learning, career and progression opportunities.

### **Teaching, library and IT facilities: Birkbeck College and Bloomsbury Institute**

Bloomsbury Institute's teaching takes place within Birkbeck College and within Bloomsbury Institute's own buildings.

Students have access to Birkbeck College's library.

Students also have access to Bloomsbury Institute's online library that includes full-text journal articles and eBooks.

Bloomsbury Institute provides students with access to IT and printing facilities.

All students are provided with WiFi access (through Eduroam) and an @bil.ac.uk email address.

### **Induction programme**

Students participate in an induction programme. This introduces them to the requirements of the programme and provides an opportunity to receive all the relevant programme documentation, to acquaint themselves with the available facilities and environs, and to discuss requirements and expectations of the programme.

The induction programme includes:

- Information about Bloomsbury Institute, including Bloomsbury Institute's values
- Introduction to Glyndŵr University and its regulations, policies and procedures
- Introduction to Birkbeck College facilities
- Campus tours
- Meetings with academic and professional support services teams
- IT and Learning Technology inductions
- Signposting of ongoing support and information sources

### **Digital Literacies**

The programme is designed to offer a holistic learning experience to students by embedding within it the development of student Digital Literacies (DL). The definition of the term DL is adopted from JISC: 'the capabilities which fit someone for living, learning and working in a digital society'. The programme employs IT Infrastructure to create an educational environment in which students are in control of their learning experience during contact hours and beyond. At the centre of the DL agenda is the provision of Learning Technology services and a range of activities that enable students to develop a range of skills and experience in using information systems and tools that can be useful beyond the boundaries of the

programme. Outside of face-to-face teaching, student interaction and engagement continues through the Virtual Learning Environment (VLE). Driven by the Centre for Excellence in Teaching and Learning (CETL) and the Learning Technology team, the DL agenda is applied through a range of activities such as using MS Teams and other learning technology applications as a forum for classroom discussions and (a)synchronous activities.

More specifically, the programme includes the use of:

- Online libraries and databases for gaining access to full-text journal articles and eBooks.
- Communication means provided through the VLE and learning technology applications.
- Online group-work, for planning, developing, improving, submitting and reflecting on collaborative work completed as part of the programme.
- Assessment and feedback tools such as Multiple Choice Tests/Quizzes, Turnitin and the VLE's Gradebook – enabling timely and detailed feedback on student work.
- Web-based Office 365 for creating and sharing documents, utilising the calendar, storing files, communicating with peers and teachers.

### ***Academic Support***

#### *Course Leader, Module Leader and Module Tutor support*

Academic support is provided outside of formal contact hours by academics who teach and manage the programme.

#### *Personal Tutoring*

The Personal Tutoring (PT) scheme provides additional guidance and support to students. Students have an opportunity to regularly meet with their peers and staff members in a less formal atmosphere than the classroom. PT includes a combination of group and one-to-one sessions in which students discuss their course, their experiences at Bloomsbury Institute, raise issues, ask questions and receive pastoral support.

#### *Learning Enhancement*

Learning Enhancement provides students with free support, guidance and tuition in all areas of academic skills and English language. The service is aimed to improve academic performance, regardless of existing level: good students who want to be excellent ones are catered for equally as struggling students who want to achieve a pass level result.

The following services are available:

- One-to-Ones: Students can book a one-to-one to discuss specific study skills areas (e.g. paraphrasing, using references), or for help to prepare for an assessment.
- Presentation Feedback: Designed to build students' confidence and provide friendly feedback on a presentation before an assessment.
- Assessment Feedback: Students can email their written assignment at least 5 days before the due date, and written feedback will be provided on how to improve.
- Tea & Chat: This weekly informal session provides students with the opportunity to discuss current affairs in a friendly atmosphere. Students can develop critical thinking, become a more confident speaker, and meet students from other classes.
- Request a Workshop: If a few students would like some help on a particular issue, then they can request a workshop on their chosen study skills topic.

- Online Study: Students can improve their academic ability by visiting the Learning Enhancement VLE page. Students can also request for a mini online course to be created on a specific area.

### ***Professional Services Support***

#### *Centre for Student Engagement, Wellbeing and Success: pastoral support*

Bloomsbury Institute's Centre for Student Engagement, Wellbeing and Success (SEWS) ensures that throughout their studies, students are engaged and successful. SEWS provides advice on housing, finance, disability support and career development.

SEWS provides a good opportunity for students to reflect on what skills they may need to acquire in order to progress in their studies and to find employment at the end of their degree.

#### *Equal opportunities and disability support*

Bloomsbury Institute takes into account the needs of individual students and the diversity of the student body with regards to enabling student development and achievement. This is articulated in Bloomsbury Institute's Equality, Diversity and Inclusion Policy, and its Disability Policy. Bloomsbury Institute ensures that those with a disability, specific learning difficulty or long-term health condition are not prevented from benefitting from higher education. Bloomsbury Institute's Disability team works closely with academics and professional support services to ensure students with a disability, specific learning difficulty or long-term health condition have access to the same opportunities as their peers.

#### *IT support*

Bloomsbury Institute's IT Helpdesk provides students with face-to-face IT support. Students can also use the online portal ([www.bil.ac.uk/itsupport](http://www.bil.ac.uk/itsupport)) to submit support requests through a digital ticketing system. Every support request is assigned a unique ticket number that can be used to track the progress and responses online.

Online IT Help and Support Guides are available at: [www.bil.ac.uk/itsupport/kb](http://www.bil.ac.uk/itsupport/kb). These Help and Support Guides cover areas such as email access, wireless internet access, password changes and problems, printing, scanning, online library access and VLE access.

### ***Other support and activities***

#### *Enhancing academic knowledge*

##### *Extramural lectures*

Bloomsbury Institute's location in the centre of London's university district provides a stimulating context for student learning. Students can greatly benefit from the experience of attending online lectures, talks and presentations by accomplished academics from other places of learning and from fields beyond their own subject area.

By engaging with these extramural lectures, students will discover how their own studies can relate to the wider world and how their own learning can be enhanced by exposure to the ideas of others.

##### *Bloomsbury Institute External Speakers Programme*

Bloomsbury Institute's External Speakers Programme offers students the opportunity to hear from leading figures from their areas of study to enhance their learning and build networks in the fields in which they may one day be employed.

### Employability

#### *Volunteering*

Volunteering enables students to gain excellent professional experience and can boost their career options by enhancing their team-working, networking, communication and organisation skills.

Bloomsbury Institute's Success Champions, based in the Centre for Student Engagement, Wellbeing and Success, can assist students to find a suitable volunteering opportunity.

#### *General employability skills*

The development of general employability skills is delivered through the Centre for Student Engagement, Wellbeing and Success (SEWS).

Activities include the Bloomsbury Institute External Speakers Programme, specialist seminars and courses in communications skills, leadership, finance and business, and visits to employers or other educational institutions.

The aim is to equip students with sought after employability skills such as:

- Self-belief
- Learning to learn
- Communication
- Group work
- Self-management
- Problem solving
- Use and application of information technology
- Processing of numerical data

The Centre for Student Engagement, Wellbeing and Success provides a wide range of information, advice, guidance, training and workshops for students on how to start and develop their careers. Students can talk to an advisor who specialises in employability matters.

#### *Student Guild societies and clubs*

Students will have access to Glyndwr University's Students' Union and will also be a member of Bloomsbury Institute's Student Guild. Through participating in the Student Guild's societies and clubs, students will get the most out of their student experience both during and after their academic journey.

Bloomsbury Institute's Student Guild creates opportunities for students to extend their learning beyond the classroom and share and acquire knowledge in a social and friendly environment. Central to this is participation in the different societies and clubs, or in setting up a new society or club.

If students decide to set up a club or society or become involved in the running of an existing one, they can enhance their employability skills through activities such as event planning, organisation, fundraising, budgeting and marketing.

## *Networking*

Networking is a daily activity which involves engagement with friends, fellow students, family members, academics, mentors, former colleagues and managers.

Students can also network through social media (e.g. LinkedIn) and through joining a professional, statutory or regulatory body.

Networking involves building relationships, seeking advice, sharing information and using connections in personal and career development.

Staff from the Centre for Student Engagement, Wellbeing and Success can provide students with advice on networking opportunities.

## *Developing leadership skills*

### *Student Representatives*

Student representatives play an important role in the life of Bloomsbury Institute by providing feedback on course delivery and by representing the views of other students on several important committees. Student views are essential to the running of the Course Committees (see below).

By undertaking this leadership role, students develop transferable skills such as leadership, team working, self-management, communication and organisation, all of which are valued in the workplace.

All student leaders are offered the opportunity to attend an extra-curricular 'Student Leadership CPD Programme' of activities which will further enhance their employability skills and enable them to market these to future employers and investors.

## ***Centre for Community Engagement and Learning***

Bloomsbury Institute's Centre for Community Engagement and Learning connects the Institute (and staff and students) with local communities and global partners through experiential learning, research and civic engagement.

The Centre provides students with the opportunity to participate in Bloomsbury Institute's in-house Law Clinic and Radio.

### *Bloomsbury Law Clinic*

The mission and purpose of the Bloomsbury Law Clinic is two-fold:

- Social justice: to provide free legal advice to people who are not eligible for legal aid and cannot afford to pay.
- Student learning: to provide law students with clinical experience, and non-law students with the opportunity to develop their transferrable skills.

Through the Law Clinic, law students are offered invaluable clinical experience, and non-law students will have the opportunity to develop transferrable skills through, for example, undertaking administrative tasks associated with the running of the Clinic.

External practising solicitors (acting on a pro bono basis) supervise students when interviewing clients and providing written legal advice.

### *Bloomsbury Radio*

Bloomsbury Institute's radio station is broadcast from the Institute's campus.

Culture, society, education and employment all come under the spotlight alongside an interesting mix of music and chat each week.

The radio station provides opportunities for students who wish to train as presenters as well as off-air in production, scheduling and compliance.

### **Equality and Diversity**

Glyndŵr University and Bloomsbury Institute are committed to providing access to all students and promoting equal opportunities in compliance with the Equality Act 2010.

This programme complies fully with the University's Equality and Diversity Policy, and Bloomsbury Institute's Equality, Diversity and Inclusion Policy, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so. Please click on the following links for more information:

<https://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/EqualityandDiversity/>

<https://www.bil.ac.uk/qem/policies/>