

**PROGRAMME SPECIFICATION**

<b>Awarding body/institution</b>	Glyndŵr University
<b>Teaching institution</b> (if different from above)	
<b>Details of accreditation by a professional, statutory or regulatory body</b> (including link to relevant website)	None
<b>What type of accreditation does this programme lead to?</b>	N/A
<b>Is accreditation in some way dependent on choices made by students?</b>	N/A
<b>Final award/s available</b> eg BSc/DipHe/CertHE	BA (Hons) / BA Business Accounting Dip / Cert HE Business Management
<b>Award title</b>	Business Accounting
<b>JACS 2 code</b>	N100
<b>UCAS code</b> (to be completed by admissions)	NN14
<b>Relevant QAA subject benchmark statement/s</b>	Business Degrees General Business and Management Degrees
<b>Other external and internal reference points used to inform the programme outcomes</b>	3 Sector Skills Councils (SSC) – Skillsmart Retail, Financial Services National Occupational Standards (NOS) for Leadership and Management Requirements of the Chartered Management Institute (CMI) Chartered Institute of Management Accountants (CIMA): Students who are particularly interested in accounting will follow the specialist degree route in this subject area and the modules have been designed to reflect the requirements of CIMA to facilitate progression to the professional body qualifications.
<b>Mode/s of study</b> ( <i>p/t, f/t, distance learning</i> )	Full Time

<b>Language of study</b>	English
<b>Date at which the programme specification was written or revised</b>	Updated September 2012
<b>Criteria for admission to the programme</b>	
<p>The entry requirements for the programme remain in accordance with Glyndŵr University's access policy which affords a wide range of options whilst seeking to ensure that any student accepted on a programme is able to benefit from, and contribute to, the learning activities it provides.</p> <p>Eligibility of entry to the programmes is based on a variety of qualifications, but many students enter with points gained from the new qualification tariff.</p> <p><b>Level 4 entry</b> The minimum entry requirements for Level 4 are:</p> <p>GCSE passes at Grade C in English or Welsh and Mathematics, or key skills in communication and numeracy at level 2; In addition one of the following is normally required: A minimum of 240 points from 2 A levels or equivalent; Equivalent qualifications from an overseas country; Access to Higher Education;</p> <p>or appropriate work experience for mature applicants, who will be interviewed.</p> <p>In addition to the academic entry requirements, overseas students require a TOEFL score of 550 (paper), or an IELTS score of 6.0 (with no sub-part less than 5.5): this should have been achieved within the two years prior to application. Good English is essential for success on the programme.</p> <p><b>Level 5 and Level 6 entry</b> Students may enter the programme at various levels with Accredited Prior Learning (APL) or Accredited Prior Experiential learning (APEL). Some EU and international students join at level 6 with APL of 240 credits and Foundation Degree students progress to level 6, also with APL of 240 credits. This proposal includes entry to the degree programme with Advanced Standing of:</p> <ul style="list-style-type: none"> <li>• 240 credits for students who have successfully completed the FdA Business Programme at Glyndŵr University.</li> </ul>	
<b>Aims of the programme</b>	
<p>This course aims to:</p> <p>provide a firm basis of knowledge and skills in business accounting and business management subjects;</p> <p>develop analytical and evaluative skills necessary to solve business accounting problems;</p> <p>develop a knowledge and understanding of the principles and practices of financial</p>	

management within an organisation;

offer career opportunities associated with further study in accounting and general business management;

Offer the potential for exemptions from the first stages of professional accounting qualifications.

### **Distinctive features of the programme**

The BA (Hons) Business Accounting provides specialist knowledge in business accounting together with a broad knowledge of business and management. Studying this course would prepare students for roles within the finance departments in industry, commerce and the public sector. In such an environment they could complete their professional qualifications in accountancy and progress to becoming accountants. The course has been designed to facilitate students gaining exemptions from the first stage of professional accounting body qualifications. Since the course has a business management core of modules then students would also have similar opportunities as those studying the Business Management degree.

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

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

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

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

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

The programme structure has been designed to reflect the university model and incorporates all 20 credits modules, where each module is delivered in one semester. This will mean that students will be studying fewer subjects at any one time which should reduce the demands on the assessment calendar.

The curriculum in the first year has been redesigned to encourage group work activities and

ensure that the elements of business are brought together within projects as a cohesive package, rather than be viewed as separate modules.

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

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

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

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

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

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

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

### **Full time Programme**

#### **BA (Hons) Business Accounting**

##### **Year 1 (Level 4)**

<b>Sem 1</b>	Business Context (20c)	Academic and Personal Development (20c)	Marketing Principles and Business Practice (20c)
<b>Sem 2</b>	Managing Financial and Statistical Data (20c)	People Management and Organisational Behaviour (20c)	Elective (20c)

**Year 2 (Level 5)**

<b>Sem 1</b>	Marketing Management Control (20c)	Planning and	Human Resource Management (20c)	Managing Finance and Information (20c)
<b>Sem 2</b>	Financial (20c)	Accounting	Business Taxation (20c)	Elective (20c)

**Year 3 (Level 6)**

<b>Sem 1</b>	Project (40c) including Research Methods	Financial Reporting (20c)	Strategic and Operations Management (20c)
<b>Sem 2</b>		Financial Decision Making (20c)	Elective (20c)

## Intended learning outcomes of the programme

The BA Business Accounting degree programme provides opportunities for students to develop through the levels of the programme and demonstrate knowledge and understanding, qualities and skills in the following areas:

### A Knowledge and Understanding

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

**B Intellectual Skills**

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

<b>C Subject Skills</b>				
		<b>Level 4 Cert. HE</b>	<b>Level 5 Dip. HE</b>	<b>Level 6 Honours</b>
<b>C1</b>	<b>Customers and markets</b>	Awareness of the basic principles and practices of marketing, appreciating the strengths, weaknesses and the skills needed to use them effectively.	Ability to plan and control a marketing plan within a business, ensuring effective and efficient management of the operation.	Strategic awareness of the importance of marketing for successful business operations.
<b>C2</b>	<b>Finance</b>	Demonstrates an understanding of how to process data and how finance is managed within an organisation.	<p>Understands and applies various management accounting techniques in a decision making context.</p> <p>Understands and prepares financial statements, to comply with the UK regulatory framework</p> <p>Develops an understanding of the UK taxation system and its application to corporations and individuals.</p> <p>Undertakes and explains complex calculations involving financial accounting and taxation.</p>	<p>Critically evaluates the role of financial management within the organisation.</p> <p>Assesses the impact of international developments on accounting practices.</p> <p>Develops a complex understanding, and ability to analyse financial statements for companies.</p> <p>Demonstrates an ability to assess the financial performance of organisations.</p> <p>Critically evaluate a range of management accounting techniques for business decision making.</p>
<b>C3</b>	<b>People and operations</b>	Appreciates the skills, processes and functions of management.	Understands and critically reviews the function and activities of management and human resource management within an organisation.	Understand and evaluate how operations management can contribute to the overall success of an organisation.

<b>C4</b>	<b>ICT and information systems</b>	Demonstrates skills in IT (Word processing, spreadsheets, PowerPoint and web page creation)	Further develop IT skills and understand the nature of business information systems, including use of databases, legal aspects and the impact of e-business. Develops the skill to evaluate financial information using appropriate software.	Use effectively additional analytical software suitable for the chosen specialist subject area. Produce a Research Project report demonstrating a range of analytical skills using computer software.
<b>C5</b>	<b>Business Policy and strategy</b>	Understands the need for business policy within an organisation	Appreciates the challenges managers face within organisations	Possesses a critical understanding of the conceptual frameworks which enable strategic approaches to be applied to business problems.
<b>C6</b>	<b>Pervasive Issues</b>	Appreciates the impact of external factors on business with reference to the elements of the PESTLE model.	Understand and appreciate business creativity and enterprise within an organisation.	Understand knowledge management and risk management within real business practice.

**D Practical, Professional and Employability Skills**

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

				subject area.
<b>D3</b>	<b>IT Skills</b>	<p>Demonstrates basic use of the elements of Microsoft office; Word, Excel and PowerPoint.</p> <p>Demonstrates basic skill in using the Internet and designing web pages.</p> <p>Accesses data and information from University and World-Wide-Web resources.</p>	<p>Demonstrates more advanced IT skills;</p> <p>Demonstrates competent use and application of business databases, additional specialist subject packages and produce reports to business standard.</p> <p>Use of online databases effectively to gain information.</p>	<p>Uses and accesses a limited selection of more specialist IT skills related to subject specific software for analysing business data.</p> <p>Conducts effective searches for information using a range of online resources.</p>
<b>D4</b>	<b>Learning Skills</b>	<p>Studies in a systematic, directed way with the aid of appropriate tutor guidance.</p>	<p>Learns in an increasingly effective and purposeful way, with beginnings of development as an autonomous learner.</p>	<p>With minimal guidance, manages own learning using a wide range of resources appropriate to the business profession; seeks and makes effective use of feedback.</p>
<b>D5</b>	<b>Interactive and Group Skills</b>	<p>Interacts effectively with tutors and fellow students; participates in clearly defined group situations.</p>	<p>Demonstrates more advanced interactive and group skills, including effective participation in more demanding group tasks, including a group project.</p>	<p>Interacts effectively within learning or professional groups; demonstrates appropriate negotiating, role, leadership and group-support skills to an advanced level.</p>
<b>D6</b>	<b>Problem-Solving</b>	<p>Applies basic theory and methods to simple business problems, with the help of detailed guidance from tutors.</p>	<p>Applies given theory and methods accurately and carefully to more demanding business problems still with some guidance.</p>	<p>Increasingly independent, confident and flexible in identifying and defining complex business problems, and in the application of knowledge and skills appropriate to their solution.</p>

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

<b>Level 4</b>		<i>Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills</i>																		
<b>Module Title</b>	<b>Core/Option</b>	<b>A 1</b>	<b>A 2</b>	<b>A 3</b>	<b>B 1</b>	<b>B 2</b>	<b>B 3</b>	<b>B 4</b>	<b>C 1</b>	<b>C 2</b>	<b>C 3</b>	<b>C 4</b>	<b>C 5</b>	<b>C 6</b>	<b>D 1</b>	<b>D 2</b>	<b>D 3</b>	<b>D 4</b>	<b>D 5</b>	<b>D 6</b>
<i>People Management and Org. Behaviour</i>	Core	*		*	*						*		*		*				*	
<i>Business Context</i>	Core	*	*		*	*	*	*			*		*	*	*				*	*
<i>Academic and Personal Development</i>	Core											*			*	*	*	*	*	
<i>Managing Financial and Statistical Data</i>	Core	*		*	*	*	*	*	*	*		*			*	*	*			*
<i>Marketing Principles and Business Practice</i>	Core	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<i>The Festival and Events Industry</i>	Option	*	*	*		*			*	*	*	*		*	*	*				*
<i>Negotiated Learning 1</i>	Option	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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

Management																				
Principles & Practice of Festival and Events Management	Option	*	*	*	*	*	*		*	*	*		*	*	*			*	*	*
Entrepreneurship	Option	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Work based Project	Option	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Events Management Project	Option	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Negotiated Learning 2	Option	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Negotiated Learning 2A (10 credits)	Option	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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

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

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

### **Priorities of Learning and teaching**

The five priorities are:

- **Enterprise and Employability**

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

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

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

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

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

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

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

project of 40 credits and also attend university for one evening each week to complete an additional option module with the part time degree students.

- **Curriculum Renewal and Assessment**

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

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

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

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

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

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

- **International Work**

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

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

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

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

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

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

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

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

### **Welsh Medium**

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

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

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

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

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

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

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

The procedures of assessment involve a number of mechanisms to ensure validity and reliability. These include the moderation of all assessments and their marking schemes and assessment criteria, by a peer, the whole programme team and by the External Examiner. Samples of marked work are validated by peers and externals and records of both processes are retained. Marks for all modules and levels are scrutinised at assessment boards by the programme team and externals. These processes confirm the suitability of the assessment vehicles that the tasks and examinations fit the learning outcomes, and that standards and levels of marking are maintained both within the programme and in line with the HE qualification framework. They also ensure that all module learning outcomes are assessed and that it is clear to students which assessment is assessing which particular learning outcome. All decisions about grading of work are in line with assessment criteria provided by the tutors when the assessment is published and confirmed as appropriate by the procedures above.

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

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

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

have been understood.

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

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

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

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

### **Programme Management**

#### **Programme Team**

BA Programme Leader – Neil Pritchard  
FdA Programme Leader – Jeff Pugh  
HNC Programme Leader – Jan Green  
Ben Binsardi  
Chris Burgess  
Leslie Davies  
Mike Green  
Brian Jones  
Bethan Lloyd Jones  
Sandra King  
John Mortimer

The Business Degree Programme, Foundation Degree Programme and the HNC Programme are each managed by programme leaders together with other year tutors as additional support.

The principal responsibilities of the Programme Leader are:

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

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

routes as the students progress through the levels of the programmes.

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

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

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

### **Resource Management**

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

### **Quality Management**

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

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

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

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

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

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

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

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

### **Staffing Resources**

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

The Department currently employs fifteen full-time academic staff, most of whom are involved in the delivery of the Undergraduate Programme. In addition a large proportion of staff also delivers to professional and postgraduate programmes. Thus the undergraduate programmes benefit from this higher level of expertise and subject knowledge, especially familiarity with up to date research and professional body requirements. In addition, there is a small number of part-time staff.

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

### **Particular support for learning**

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

A system of Peer Supporters was introduced in 2007 to provide additional support to the new first year students and also to the new students entering at year three. The most successful use of the peer supporters has taken place with International students where the peer supporter is of the same nationality.

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

prompted the students to reflect on areas for their own personal development.

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

Many of the modules on the programme are delivered in lecture theatres which have electronically equipped facilities, although further computer and projector facilities are needed for many of the smaller class rooms. Although there are no IT laboratories dedicated to the Department, the recently refurbished IT laboratories provide high quality teaching provision for Business students.

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

### **Equality and Diversity**

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