

PROGRAMME SPECIFICATION

| | | |
|----|--|--|
| 1 | Awarding body | Glyndŵr University |
| 2 | Teaching institution | Glyndŵr University |
| 3 | Award title | <p>FdA in Business Part-Time Certificate in Higher Education in Business Foundations (exit award only) Offered with Foundation Year – No</p> <p>BA (Hons) in Business Part-Time (L6 Top Up) (this will only start in September 2021 following first cohort completion of the FdA) BA (Ord) in Business Offered with Foundation Year – No</p> |
| 4 | Final awards available | BA (Hons), BA Ordinary, FdA |
| 5 | Professional, Statutory or Regulatory Body (PSRB) accreditation | CMI |
| | Please list any PSRBs associated with the proposal | N/A |
| | Accreditation available | N/A |
| | Please add details of any conditions that may affect accreditation (eg is it dependent on choices made by a student?) | N/A |
| 6 | JACS3code | N/A |
| 7 | UCAScode | |
| 8 | Relevant QAA subject benchmark statement/s | Business and Management 2015 http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2915#.WrixsUxFzcs |
| 9 | Other external and internal reference points used to inform the programme outcomes | QAA Framework for H.E. Qualification in England, Wales and N. Ireland QAA Guidelines for programme specifications QAA - UK Quality Code for Higher Education (Parts A, B and C) University Regulations |
| 10 | Mode of study | Part time |
| 11 | Language of study | English |

Office use only

Approved 29/06/18

Enter the date of any subsequent revisions

Enter the date of any subsequent revisions

12 Criteria for admission to the programme

Guidance - Entry requirements are in accordance with the University's admissions policy
<http://www.glyndwr.ac.uk/en/media/Media,49536,en.pdf>

Standard entry criteria

UK entry qualifications

Applicants for undergraduate bachelor degrees require 240+ UCAS tariff points

International entry qualifications

Qualifications outlined on the National Academic Recognition and Information Centre (NARIC) as equivalent to the above UK entry qualification.

Programme specific requirements

Entry requirements are in accordance with the University regulations.

The entry requirements for the part-time FdA are:

- A minimum of 48 UCAS points (and/or relevant experience)
- All applicants must be employed in an appropriate role/job function in industry

The entry requirements for the part-time Level 6 top-up are:

- Successful completion of the FdA in Business;
- All applicants must be employed in an appropriate role/job function in industry

Non-standard entry criteria

(e.g. industry experience)

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

- European students are able to provide this evidence in a number of ways (please see <http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/> for details), including IELTS, with an overall score of 6.0 and no component below 5.5 and reference must be made to UKVI approved SELT.
- International students require a UKVI Approved Secure English Language Test (SELT), achieving an overall score of 6.0 with no component below 5.5 (please see <http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/> for details). If arranging a test, applicants must ensure they book an 'IELTS for UKVI' test. For further information see: <http://takeielts.britishcouncil.org/ielts-ukvi/book-ielts-ukvi>. Applicants are asked to note that only an *IELTS for UKVI* test result will be accepted.

13 Recognition of Prior (Experiential) Learning

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

Programme specific requirements

N/A

14. Aims of the programme

Our part-time undergraduate provision has been specifically developed for students in existing employment who wish to strengthen and develop their professional skills. The programme provides opportunities for students to undertake work based learning and assessment through real life case scenarios to develop the skills and knowledge demanded by employers in the business sector.

The part-time provision initially consists of an FdA Business programme which has been successfully mapped onto the level 5 Apprenticeship Framework for Wales to allow this course to be delivered as part of an apprentice programme. All assessments will be specifically work-based and there will be 40 credit work-based projects at level 4 and 5 which will be set within the context of the students own organisation.

There are progression opportunities for successful FdA students to top-up their qualification to an Ordinary Degree or an Honours Degree by transferring onto the part-time BA degree Level 6 - their FdA studies being subject to advanced standing. The assessments of this level 6 programme will again be work-based giving students the opportunity to extend their studies into their own workplace and undertake negotiated tasks in the completion of a 40 credit level 6 work based report.

During the course students will gain a broad insight into the world of business and management from academics and industry professionals with a wealth of experience in organisations and business. They will inspire the student's commercial acumen and management skills as they develop the knowledge and abilities necessary to be a successful professional in the modern business world. As well as developing their personal and professional skills, students will acquire the knowledge and abilities not only to become an effective business manager, but also the entrepreneurialism to develop their own business. At level 4 students will take a number of introductory topics in marketing, economics, the business environment and numeracy. As students progress onto levels 5 & 6 they will gain an understanding of management, business operations, corporate strategy, business law and human resources. Work based projects set within the students' own organisations are embedded in all levels to give all our students real world experience. As part of their degree studies, students will be afforded the opportunity to attend extra curriculum events, meet industry experts and have CMI practitioners provide guest lectures.

As our degrees are accredited by the CMI, all our graduating students will also receive a level 5 Diploma/Certificate in Leadership & Management from the CMI, giving our students an international recognized professional qualification in addition to their degree. The following are the specific aims of the programme:

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

Aim 2: To provide students with the most up to date business knowledge and management skills that will enable the professional development of future business leaders.

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

Aim 4: To provide high quality education in theoretical and practical knowledge and skills in various aspects of business and financial management for those who wish to pursue or further advance their careers in business.

Aim 5: To present qualifying students with a level 5 Diploma/Certificate in Leadership & Management from the CMI.

15. Distinctive features of the programme

1. Leading-edge Content for Future Business Professionals

The world of business is ever-changing and our curriculum has changed to reflect latest thinking to reflect the demands and requirements of blue chip organizations seeking to recruit business professionals. As such the programme combines key subject areas such as Business Environment, Economics, Big Data, Financial Technologies, Competitive Intelligence and Law with an innovative and entrepreneurial strand to produce market-led differentiation throughout the programme.

2. Focus on Real Life Business Experience

If we are to lay claim to providing future employers with recruits that are “workplace-ready” then we need to build a level of real-life experience into their schedule. We have achieved this in two ways. Firstly, work placements or work based projects are embedded into all programmes at level 5 that achieve certain standards of performance and attitude. The rationale behind this development is informed by the 2016 Employer Perspectives Survey carried out by the Commission for Employment and Skills (UKCES) on behalf of the Department of Education which found that 65% of all employers surveyed believed relevant work experience is more valued than qualifications when firms are looking to recruit new staff – this is greater than any other factor when assessing potential new recruits: close to two-thirds (65%) rated relevant work experience either critical (24%) or significant (41%). By embedding work experience at level 5 the North Wales Business School (NWBS) shall enable those students who lack those relevant skills to improve their potential employability upon graduation. A consultation has been held with many local companies to determine useful work based projects for the students. The Faculty of Social and Life Sciences has a dedicated work placement team who will facilitate these new opportunities into the proposed degrees. Glyndwr University also has an Enterprise Zone which can also advise and facilitate work placements.

Secondly, we have endeavoured to build project work into a number of our modules throughout the programme to give our students business related transferable skills necessary for the modern business market.

3. Embracing Modern Assessment Methods

In the professional workplace, individuals are expected to communicate in a variety of ways. This can include writing management reports, delivering visual presentations and having in depth one-to-one meetings. As part of our commitment to preparing our graduates for the professional workplace, we recognise the need to provide a variety of assessment methods that retain academic rigour, but also offer students opportunities to develop themselves in a variety of ways. Our assessments place emphasis upon learning that is student-centred, inclusive, personalised, and contextualised within the real world. Assessment tasks will reflect the current QAA characteristics and the criteria will be contextualised to reflect the learning outcomes of the module, but will also take account HEA Framework for Transforming Assessment

in Higher Education, and where practicable incorporate the 'patchwork' approach to assessment – this provides a cumulative set of formative assessment opportunities which can then be 'stitched' together to produce a fully-justified summative account; with formative assessment thoroughly integrated within the learning and teaching process. Consequently students will be assessed by methods such as traditional exam, oral exam, case study evaluation, presentation and management report writing.

4. Work-Based Part-Time Provision

The part-time provision will consist of the FdA Business programme and the Level 6 top-up programme to achieve a BA Business Degree. There are progression opportunities for FdA students to top-up their qualification to an Ordinary Degree or an Honours Degree by transferring onto the part-time BA degree Level 6 top up - their FdA studies being subject to advanced standing. Exiting with an Ordinary degree usually exceeds the two-thirds rule for RPL, however according to Reg 3.3 RPL Exception in the Academic Quality Handbook: Recognition of Prior Learning (pg. 6) 'University Foundation Degree and HND graduates may proceed via advanced standing up to 240 credits against a cognate Bachelor degree, either Ordinary or Honours (i.e. if progressing to an Ordinary degree this would exceed the "two-thirds" rule but is acceptable for graduates of the University)'. Therefore the Ordinary degree exit route will only be available for those students who completed the FdA at Glyndwr University. The students undertaking our part-time provision will be required to be in employment as the inclusion of integrated work-based elements within all assessments at levels 4, 5 & 6 gives employees the opportunity to extend their studies into the workplace and undertake negotiated tasks in the completion of a work based report. This also gives our part-time provision a distinctive work based character which distinguishes it from our full-time provision

5. Practical Experience Opportunities

As part of the students experience at the NWBS we provide direct, practical work experience for students including real event management through Eventbrite. As part of their degree studies, students will be afforded the opportunity to attend extra curriculum events, meet business experts and have CMI practitioners provide guest lectures. Students on some programmes will, have the opportunity to participate in a student conference which involves taking part in radio sessions with Calon FM, inviting and interviewing guests.

16 Programme structure

Part-time (three years for the FdA programme and an additional one and a half years for the BA programme)

The students commence their studies with the FdA programme and progress onto level 6 of the BA (Hons) Business Part-Time degree. The FdA programme starts in September of each academic year and is studied on a part-time basis over six semesters over three years. The normal periods for teaching are from Sept – Dec and from Jan – May for each academic year. Upon successful completion of the FdA, students may then progress onto level 6 of the part-time BA (Hons) Business degree. This degree programme starts in September of each academic year and is studied on a part-time basis over three semesters over one and a half years. The normal periods for teaching are from Sept – Dec, from Jan – May and from Sept - Dec. All these part-time programmes are *normally* arranged to be delivered on a 1 day per week basis.

Composition of Awards

For the FdA in Business, the following applies:

1. The Certificate of Higher Education in Business Foundations is an exit award available for a student who has completed 120 credits at level 4 or above and who is unable, or chooses not to continue on the programme.
- 2.. The FdA in Business is awarded to a student who has completed 120 credits at level 5 and 120 credits at level 4.

For BA (Hons) Business Part-Time, the following applies:

1. The BA Business Part-Time is an exit award available for a student who has completed 300 credits, of which 120 credits were studied at level 5 or above and 60 credits at level 6. The level 6 credits can be taken from any of the available modules.
2. The BA (Hons) Business Part-Time is awarded to a student who has completed 360 credits, of which 120 credits were studied at level 5 or above and 120 credits at level 6.

17 Programme structure diagram

FdA Business

| Level 4 | | | | |
|------------|--------------|---|--------------|----------------------|
| Semester 1 | Mod title | Business Environment | Mod title | Economics |
| | Mod code | BUS459 | Mod code | BUS430 |
| | New/Exist | New | New/Exist | New |
| | Credit value | 20 | Credit value | 20 |
| | Core/Opt | Core | Core/Opt | Core |
| | Mod leader | Karen Hynes | Mod leader | Anna Sung |
| Semester 2 | Mod title | Data Analytics & Understanding Big Data | Mod title | Marketing Essentials |
| | Mod code | BUS461 | Mod code | BUS460 |
| | New/Exist | New | New/Exist | New |
| | Credit value | 20 | Credit value | 20 |
| | Core/Opt | Core | Core/Opt | Core |
| | Mod leader | Kelvin Leong | Mod leader | Holly Dougan |
| Semester 1 | Mod title | Work Based Project 1 | Mod title | Work Based Project 1 |
| | Mod code | BUS458 | Mod code | BUS458 |
| | New/Exist | New | New/Exist | New |
| | Credit value | 40 | Credit value | 40 |
| | Core/Opt | Core | Core/Opt | Core |
| | Mod leader | Emma Taylor | Mod leader | Emma Taylor |

| | | | | |
|------------|--------------|---------------------------------|--------------|-----------------------------|
| Semester 2 | Mod title | Business Law | Mod title | Customer Service Excellence |
| | Mod code | BUS589 | Mod code | BUS587 |
| | New/Exist | Existing | New/Exist | New |
| | Credit value | 20 | Credit value | 20 |
| | Core/Opt | Core | Core/Opt | Core |
| | Mod leader | Neil Pritchard | Mod leader | Alexis Mason |
| Semester 1 | Mod title | Managing Corporate Risk & Crime | Mod title | Engaging & Leading People |
| | Mod code | BUS591 | Mod code | BUS590 |
| | New/Exist | New | New/Exist | New |
| | Credit value | 20 | Credit value | 20 |
| | Core/Opt | Core | Core/Opt | Core |
| | Mod leader | Neil Pritchard | Mod leader | Karen Hynes |
| Semester 2 | Mod title | Work based Project 2 | Mod title | Work based Project 2 |
| | Mod code | BUS584 | Mod code | BUS584 |
| | New/Exist | New | New/Exist | New |
| | Credit value | 40 | Credit value | 40 |
| | Core/Opt | Core | Core/Opt | Core |
| | Mod leader | Emma Taylor | Mod leader | Emma Taylor |

BA Business Part-Time (Level 6 Top Up from FdA)

| | | | | |
|------------|--------------|---|--------------|----------------------|
| Semester 1 | Mod title | Strategic Thinking | Mod title | Employment Law |
| | Mod code | BUS649 | Mod code | BUS625 |
| | New/Exist | New | New/Exist | Existing |
| | Credit value | 20 | Credit value | 20 |
| | Core/Opt | Core | Core/Opt | Core |
| | Mod leader | Jan Green | Mod leader | Neil Pritchard |
| Semester 2 | Mod title | International Human Resource Management | Mod title | Strategic Marketing |
| | Mod code | BUS650 | Mod code | BUS651 |
| | New/Exist | New | New/Exist | New |
| | Credit value | 20 | Credit value | 20 |
| | Core/Opt | Core | Core/Opt | Core |
| | Mod leader | Karen Hynes | Mod leader | Alexis Mason |
| Semester 1 | Mod title | Work based Project 2 | Mod title | Work based Project 2 |
| | Mod code | BUS647 | Mod code | BUS647 |
| | New/Exist | New | New/Exist | New |
| | Credit value | 40 | Credit value | 40 |
| | Core/Opt | Core | Core/Opt | Core |
| | Mod leader | Emma Taylor | Mod leader | Emma Taylor |

18 Intended learning outcomes of the programme

FdA Business Part-Time

| Knowledge and understanding | | |
|------------------------------------|--|---|
| | Level 4 | Level 5 |
| A1 | Develop a thorough understanding of how businesses operate and the components of the business world globally | Develop a wider understanding of leadership skills in the workplace and ways in which employee performance could be enhanced. |
| A2 | A general overview and understanding of how business's function in a variety of different sectors. | Develop aptitude in applying business techniques in planning, decision making, performance evaluation, and control scenarios. |
| A3 | An appreciation of the various models of communication and how to use different techniques for different situations. | Explain the main concepts, principles and regulations of the business environment in the U.K. |
| A4 | An appreciation of the various principles, theories, concepts and techniques of economics and finance by which a business organization can improve operationally | Demonstrate understanding of the selection criteria and numerical calculations necessary to make informed decisions in a variety of business scenarios. |

| Intellectual skills | | |
|----------------------------|---|--|
| | Level 4 | Level 5 |
| B1 | Develop strong reasoning and analytical skills to support business performance. | Apply knowledge of business theory to real life scenarios and case studies. |
| B2 | Apply problem solving techniques using appropriate tools to identify, formulate and solve business problems as well as create, identify and evaluate options. | Apply critical thinking to scenarios to provide a reliable argument that is substantiated by evidence. |
| B3 | Demonstrate numeracy and quantitative aptitude that can be applied to assist business situations. | Demonstrate an ability to absorb complex information and demonstrate ability to explain complex concepts |
| B4 | To undertake basic research and be able to capture, analyse and disseminate the outputs of the research in a form which can be understood by the intended audience. | Develop skills in logical reasoning and perception for decision-making and performance measurement. |

| Subject skills | | |
|-----------------------|--|--|
| | Level 4 | Level 5 |
| C1 | Be able to write and communicate their ideas in a fluid and confident style. | Collect and gather information from a wide variety of sources. |
| C2 | Demonstrate evidence in making rational arguments in business context. | Explain and communicate complex concepts with confidence. |
| C3 | Ability to offer informed opinion on current business issues. | Analyse situations and come up with realistic alternative solutions based on quantitative evidence |
| C4 | Develop numeracy and IT skills. | Self-reflect on their own potential leadership style. |

| Professional / Employability Skills and Abilities | | |
|--|---|---|
| | Level 4 | Level 5 |
| D1 | Demonstrate competence in technical and business reporting. | Communicate in a clear, systematic and concise way, in writing and orally, in more formal academic and professional styles, and in longer pieces of work of a technical nature. |
| D2 | Increase awareness of career development opportunities in the field of business and demonstrate effective self-management and the ability to continue learning. | Develop interpersonal skills that would be appropriate for a workplace environment. |
| D3 | Discuss the importance of data and business theories in a global business environment. | Demonstrate self-awareness and sensitivity to diversity in people and different situations. |

BA (Hons) Business Part-Time (Level 6 Top Up from FdA)

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

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

| Subject skills | | | | |
|-----------------------|--|--|--|---|
| | Level 4 | Level 5 | Level 6 | Level 6 Honours Degree |
| C1 | Be able to write and communicate their ideas in a fluid and confident style. | Collect and gather information from a wide variety of sources. | Execute advanced interrogation of key literature sources across a breadth or learning resource platforms. | Undertake an independent research project from which they develop their study skills, fieldwork and research skills within a defined business or management area. |
| C2 | Demonstrate evidence in making rational arguments in business context. | Explain and communicate complex concepts with confidence. | Demonstrate an independence of thought which enables them to devise their own solutions and knowledge base. | |
| C3 | Ability to offer informed opinion on current business issues. | Analyse situations and come up with realistic alternative solutions based on quantitative evidence | Demonstrate and further enhance interpersonal skills of effective listening, negotiating and persuasion. | |
| C4 | Develop numeracy and IT skills. | Self-reflect on their own potential leadership style. | Able to apply a variety of rules to different situations and pay attention to detail whilst working under very tight time pressures. | |

| Professional / Employability Skills and Abilities | | | | |
|--|---|---|--|---|
| | Level 4 | Level 5 | Level 6 | Level 6 Honours Degree |
| D1 | Demonstrate competence in technical and business reporting. | Communicate in a clear, systematic and concise way, in writing and orally, in more formal academic and professional styles, and in longer pieces of work of a technical nature. | Demonstrate effective leadership, team working and networking skills required for the workplace. | Showcase the value of research in enhancing current thinking. |
| D2 | Increase awareness of career development opportunities in the field of business and demonstrate effective self-management and the ability to continue learning. | Develop interpersonal skills that would be appropriate for a workplace environment. | Apply a variety of problem solving skills and creativity in workplace scenarios. | |
| D3 | Discuss the importance of data and business theories in a global business environment. | Demonstrate self-awareness and sensitivity to diversity in people and different situations. | Seek and make effective use of feedback in addition to critical self-awareness. | |

20 Learning and teaching strategy

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

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

Whilst many of the learning and teaching strategies already exist, the over-arching Business School strategies apply to this degree. It is recognised that the unique nature of these degrees requires some additional strategies to be employed.

The over-arching Business School strategies are as follows:

1. To provide our students with a breadth of content through our online learning platform – Moodle. This includes, but is not limited to, video links, journal article recommendations, news stories etc.
2. Teaching typically comprises of a lecture, followed by a tutorial. The classroom tutorial sessions will be conducted either by the module leader or another lecturer with comparable skills and knowledge.
3. Deploy a variety of other learning and teaching methods including:
 - i. Guest lectures – these will typically be business practitioners or subject matter experts that are willing to come and share their knowledge with the students on a one-off basis. The Business School has extensive experience already of using these sessions. These activities will be extended into this programme. Such sessions will not replace planned tutorial time and students will be given advanced notice of the date and time to aid personal planning.
 - ii. Site/workplace visits - these involve taking the students to a variety of venues or organisations to enhance the applied learning aspect of their studies. These types of activities are typically funded either by the University or through accessing external funding.
 - iii. Participation in student competitions or attend student events. In recent years we have invited students to participate in the popular IBM Business Challenge, with both of our teams succeeding in reaching the semi-finals. The University is also sometimes given access to funding to send students on organised workshops or competitions.
 - iv. Engaging in practical activities to enhance their experience of real life scenarios. This could include, by way of example, an in-class mock employment tribunal to support learning on the Employment Law module.

- v. Business Breakfasts – these are designed to provide opportunities for students to meet with business professionals from local, national and international companies in an informal setting.
- vi. Engaging in student societies. The Business School Student society has been in existence for the last two academic years. This provides an opportunity for students to professionally socialise not just amongst themselves but also with members of the academic cohort

Electronic Learning Platform

The Moodle virtual learning environment (VLE) will be a key resource in terms of the learning process. Moodle will be used in the following ways:

1. As a resource centre for all of material from each module. This may include access to the video content of the module lectures and the links to the additional resources such as bibliography and relevant journal and online articles.
2. As the location of the student forum. The forum is an opportunity for all students to engage with each other and the module tutors. The forum is a resource where students can post questions, comments and suggestions relating to specific aspects of the modules. All tutors are expected to regularly access the forum in order to respond to any material posted. Further the tutors are expected to regularly start debates on the forum to continue discussion and debate. The forum is a permanent resource and is not expected to be accessible as a 'live debate' (compared to the chat room below). Threads on the forum are continuous and over time will provide students with a rich repository of peer-led information relating to relevant aspects of their studies.
3. As a repository for additional links and video material provided either by the module tutors or alternative sources. This includes webinars, online talks (e.g. TED sessions) and webcasts or podcasts available for download.
4. As an opportunity for tutors to keep students up to date with relevant information relating to their module. This will include observations from various dialogues, deadlines, and signposting to new material.
5. As a repository for all other content relating to the programme as a whole. This includes the student handbook and particularly once students reach dissertation stage, material relating to academic writing and research methods.

Recognition of Cohort Identity

The programmes listed are located within the NWBS suite of undergraduate programmes and draws upon existing modules from the range of approved programmes to ensure efficiencies in delivery and facilitate an understanding of the interconnectedness of the differing roles and professions operating across the business environment. As a result the programmes' curricula will be delivered through a range of shared modules plus the new programme specific modules.

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

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

21 Work based/placement learning statement

Part-Time Programmes

The part-time undergraduate provision consisting of the FdA and a level 6 top up BA (Hons) degree has a higher level of work based and applied learning than standard degree routes. The place of employment provides an important component of applied learning and has been designed into the degree pedagogy and delivery model.

This part-time provision initially consists of an FdA Business programme which is a degree level qualification designed in association with employers, combining academic skills and knowledge with workplace performance and productivity. The FdA Business programme has been successfully mapped onto the level 5 Apprenticeship Framework for Wales to allow this course to be delivered as part of an apprentice programme. All assessments will be specifically work-based and there will be 40 credit work-based projects integrated at level 4 and 5 which will involve evidence based assessment relating to competencies assessed within the workplace. These projects should draw together all threads of the course and include evidence of practical competence in the chosen field of the workplace.

The programme is delivered on a part time day release basis. The duration of the Foundation Degree will normally be three years. The FdA award requires 240 credits of which 120 are from level four and 120 are from level five. Students will start the programme at the September entry point. Day release taught modules and work based learning will be delivered over three semesters per level.

The BA Level 6 top up programme will be delivered on a part time day release basis; the duration of the will normally be one and a half years. As with the FdA, all assessments will be specifically work based and there is a final 40 credit work based project. The award requires 360 credits of which 240 are from the FdA in Business programme, or qualifications deemed equivalent by the team. Students will start the programme at the September entry point. Day release taught modules will be delivered over three semesters.

A transition to the BA Business degree may be possible if the student is made unemployed. Should a student be required to repeat level five or six, a transition to the BA Business degree may be possible. If, for whatever reason, the student ceases employment with their employer, the student will be supported to find alternative employment. Otherwise the student would be required to exit the programme. Should this occur at the end of level four, a transition to the BA Business degree may be possible. Should this occur at the end of five or six, a transition to the BA Business degree may be possible, but this would be treated on an individual basis.

22 Welsh medium provision

The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.

23 Assessment strategy

The approach to assessment has been guided by the QAA UK Quality Code for Higher Education (chapter B6: Assessment of students), the HEA Framework for Transforming Assessment in Higher Education (2016) and the University Assessment Guidelines.

The overall strategy for the programme is to ensure that assessment provides the opportunity for students to demonstrate achievement of the module learning outcomes, and the potential to demonstrate achievement at the threshold and exemplary levels. Assessments place emphasis upon learning that is student centred, inclusive, personalised, and contextualised within the real world.

Assessment tasks will reflect the current QAA Characteristics and the criteria will be contextualised to reflect the learning outcomes of the module, but will also take account of the HEA Framework for Transforming Assessment in Higher Education, and where practicable incorporate the 'patchwork' approach to assessment – this provides a cumulative set of formative assessment opportunities which can then be 'stitched' together to produce a fully-justified summative account; with formative assessment thoroughly integrated within the learning and teaching process.

The practical nature of the programme is reinforced through the importance of coursework as part of the learning process and assessment. Despite the importance of their theoretical basis, many of the concepts are often best grasped by practical exercises and assignments. The coursework for a module typically carries a 50% weighting for the module assessment, although this varies with modules assessed entirely by coursework. Practical coursework includes but is not limited to: exercises for private study or in practical/tutorial classes and team/individual projects and will be designed to increase students' employability skills. This process supports an array of flexible pedagogies such as constructivist theories, flipped classroom and other student-focused pedagogies. Due to its malleability and application, it is appropriate for students undertaking a variety of disciplinary studies or professional practice development at a variety of levels of the programmes.

Students will receive formative assessment, particularly during the practical and self-study elements of the programme to ensure that they can keep track of their progress and development. This will also be a key factor in ensuring student engagement and retention on all programmes. Continuous formative feedback is supported by peer engagement, another area of focus in the HEA Framework for Transforming Assessment in Higher Education (2016).

In the case of practical assessment, this may be a final summative assessment, so more frequent formative assessment provides academic rigour and increases student awareness and confidence in the subject.

The programmes listed will sit within the current undergraduate suite of programmes. This provides students with opportunities to evidence their learning in different ways and fits well with the university's wider focus on assessments that are embedded in employability, it is recognised that particular care needs to be taken to ensure that the resource and intellectual requirements of these assessments are commensurate with the level being assessed. Specific detail on this is given in the relevant module specification. Module assessments will be designed to be sufficiently varied in order to accommodate different learning styles – particularly the 'flipped' learning approach.

Emphasis will be placed upon students to undertake independent study activities, in particular when completing the dissertation/workplace modules. Further, each practical oriented module will be facilitated by a traditional summative assessment approach at the culmination of the work. However, extensive use of formative feedback, milestones, and guidance from staff will be applied throughout each module.

Feedback is provided continuously to students through informal contact with subject staff in the scheduled seminar/tutorial sessions for the module. Students will receive written feedback via Grademark on Turnitin on assessed work within the timescales laid down by the University. Such feedback will be provided on a standard form, which includes feedback on performance and identifies feedforward areas for improvement and development.

An overview of the assessment details will be provided in the Student Handbook and full details of the assessment criteria for each module is provided in the module specification, which forms part of the module pack available to students. Students will be informed of the penalties which apply for non-submission. In addition students will be made aware of the procedure relating to extenuating circumstances and will be encouraged to work closely with their tutors should they require support and guidance on this matter.

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

FdA Business

| Module code & title | Assessment type and weighting | Assessment loading | Indicative submission date |
|--|---|---|--|
| BUS459 Business Environment | <ul style="list-style-type: none"> Learning logs/journals (50%) Essay (50%) | <ul style="list-style-type: none"> 1500 words 1500 words | <ul style="list-style-type: none"> Wk 7 Tri 1 Wk 11 Tri 1 |
| BUS430 Economics | <ul style="list-style-type: none"> Case Study (50%) Essay (50%) | <ul style="list-style-type: none"> 1500 words 1500 words | <ul style="list-style-type: none"> Wk 7 Tri 1 Wk 11 Tri 1 |
| BUS461 Data Analytics & Understanding 'Big Data' | <ul style="list-style-type: none"> Essay (50%) Portfolio (50%) | <ul style="list-style-type: none"> 1500 words 1500 words | <ul style="list-style-type: none"> Wk 7 Tri 2 Wk 11 Tri 2 |
| BUS460 Marketing Essentials | <ul style="list-style-type: none"> Report (40%) Portfolio (60%) | <ul style="list-style-type: none"> 1500 words 1500 words & 10 – 15 min presentation | <ul style="list-style-type: none"> Wk 7 Tri 2 Wk 11 Tri 2 |
| BUS458 Work Based Project 1 | <ul style="list-style-type: none"> Report (70%) Portfolio (30%) | <ul style="list-style-type: none"> 4000 words 1500 words | <ul style="list-style-type: none"> Wk 11 Tri 2 Wk 11 Tri 2 |
| | | | |
| BUS589 Business Law | <ul style="list-style-type: none"> Coursework (50%) Examination (50%) | <ul style="list-style-type: none"> 2500 -3000 words 2 hours | <ul style="list-style-type: none"> Wk 7 Tri 2 Exam week Tri 2 |
| BUS587 Customer Service Excellence | <ul style="list-style-type: none"> Report (60%) Presentation (40%) | <ul style="list-style-type: none"> 1500 words 10 – 15 min presentation | <ul style="list-style-type: none"> Wk 7 Tri 2 Wk 11 Tri 2 |
| BUS591 Managing Corporate Risk & Crime | <ul style="list-style-type: none"> Coursework (50%) Exam (50%) | <ul style="list-style-type: none"> 2,500–3,000 words 2 hours | <ul style="list-style-type: none"> Wk 7 Tri 1 Exam Week, Tri 1 |
| BUS590 Engaging & Leading People | <ul style="list-style-type: none"> Case Study (50%) Presentation and Reflection (50%) | <ul style="list-style-type: none"> 2000 words 2000 words & 10 – 15 min presentation | <ul style="list-style-type: none"> Wk 7 Tri 1 Wk 11 Tri 1 |
| BUS584 Work Based Project 2 | <ul style="list-style-type: none"> Research Proposal (30%) Report (70%) | <ul style="list-style-type: none"> 800 words 4000 words | <ul style="list-style-type: none"> Wk 11 Tri 1 Wk 11 Tri 2 |

BA (Hons) Business Part-Time (Level 6 top-up)

| Module code & title | Assessment type and weighting | Assessment loading | Indicative submission date |
|--|---|---|---|
| BUS649 Strategic Thinking | <ul style="list-style-type: none"> • Coursework (50%) • Project (50%) | <ul style="list-style-type: none"> • 2000 words • 2000 words | <ul style="list-style-type: none"> • Wk 7 Tri 1 • Wk 11 Tri 1 |
| BUS625 Employment Law | <ul style="list-style-type: none"> • Coursework (50%) • Exam (50%) | <ul style="list-style-type: none"> • 2,500 words • 2 hours | <ul style="list-style-type: none"> • Wk 7 Tri 1 • Exam Week, Tri 1 |
| BUS650 International Human Resource Management | <ul style="list-style-type: none"> • Personal learning log (50%) • Online or classroom based discussion forum (50%) | <ul style="list-style-type: none"> • 2000 words • 2000 words | <ul style="list-style-type: none"> • Wk 7 Tri 2 • Wk 11 Tri 2 |
| BUS651 Strategic Marketing | <ul style="list-style-type: none"> • Report (50%) • Coursework (50%) | <ul style="list-style-type: none"> • 2000 words • 2000 words | <ul style="list-style-type: none"> • Wk 7 Tri 2 • Wk 11 Tri 2 |
| BUS647 Work Based Project 3 | <ul style="list-style-type: none"> • Research Proposal (20%) • Report (60%) • Portfolio (20%) | <ul style="list-style-type: none"> • 1500 words • 3000 words • N/A | <ul style="list-style-type: none"> • Wk 11 Tri 1 • Wk 11 Tri 2 • Wk 11 Tri 2 |

24 Assessment regulations

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

Derogations

N/A

Non-credit bearing assessment

N/A

Borderline classifications (for undergraduate programmes only)

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

- (i) At least 50% of the credits at level 6 fall within the higher classification
- (ii) All level 6 modules must have been passed at the first attempt
- (iii) The mark achieved for the 40 credit Dissertation / Work Placement Report module is within the higher classification

Restrictions for trailing modules (for taught masters programmes only)

N/A

25 Programme Management

Programme leader

FdA Business Part-Time – Emma Taylor

BA (Hons) Business Part-Time (L6 Top Up) – Emma Taylor

Programme team

Dr Jan Green

Neil Pritchard

Dr Kelvin Leong

Anna Sung

Jacqueline Hughes Lundy

Dr. Alexis Mason

Holly Dougan

Emma Taylor

Sarah Evans

Karen Hynes

Prof. Graham Jackson

Quality management

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

- The management and development of curriculum and the course portfolio
- Student tracking and student records
- Collation of assessment data and presentation of data at assessment boards
- Management/co-ordination of overall assessment activities across the programme
- Liaison with external bodies and agencies
- Quality assurance and annual monitoring, including compilation of the Annual Monitoring Report
- Co-ordination of admissions activities and other recruitment activities, including relevant publicity activities.

The Programme Leader will report directly to the School Board on a termly basis providing an overview of the provision and a progress report.

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

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

Regular Programme Team meetings will be held to monitor programme performance. Issues typically discussed include, recruitment and retention, student feedback, assessment calendars, approaches to learning and teaching, coordination of site visits and guest lecture plans. Peer observation as well as peer review of marking, assessment and feedback.

The NWBS will use its system of Personal Tutors to appoint a specific member of staff to act as a Personal Tutor for the students on the programme and they will ensure the welfare and development of each student allocated to them throughout their period of study.

The Programme Team have established an advisory group of employers during the formulation of the programme and it is intended that this group will be strengthened and maintained to advise the Programme Team on curriculum and employability matters, provide opportunities for field visits, guest lecturers and work placement opportunities. The Programme Advisory Group will be scheduled to meet at least twice in an academic session.

Research and scholarship activity

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

26 Learning support

Institutional level support for students

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

- Library & IT Resources
- The Assessment Centre
- DisAbility Support Team
- Irlen Centre
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student Programmes Centre
- Glyndŵr Students' Union

School support for students

All students will be provided with a Personal Tutor and will have opportunities to discuss their personal development planning

Programme specific support for students

The staff offices for the Programme Team are currently accommodated conveniently in one section of the University. This provides an easily identifiable area for students to access the necessary help and support they may require. Tutors will also be available through email and telephone within working hours, subject to availability, as well as the 'open door policy' where appropriate.

Every student on the degree programme will be assigned a Personal Tutor (PT) whose predominant task is academic support. PTs are allocated to students in

induction week for the entire programme length and are members of the programme delivery team. Students will have an opportunity to change PTs at any time without question.

The Programme Team operate an 'open door' policy and offer an appointment system for extra academic support to those students who require it. The open door policy allows students with immediate pressing concerns to see a member of staff within a short timeframe. For academic questions or less pressing issues an appointment process is in place. Part-time students requiring additional support in terms of their employment situation and its impact on their ability to achieve the learning outcomes of the programme's modules will be given the opportunity on a personal basis to gain additional support, counselling and advice from their Personal Tutor, the Programme Leader and the Careers Centre of the University so as to enable them to complete their studies to the best of their capabilities.

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

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

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

Additional support mechanisms include:

- An extensive induction programme introducing the student to the University and their course. The programme will include course related issues, student support, library induction, study skills, career development etc.
- Excellent library and internet support through the help desk.
- A Student Handbook providing information about the Programme structure, University regulations etc.
- Key Skills for Employability incorporated into all modules.

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

27 Equality and Diversity

Wrexham Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's policy on Equality and Diversity, ensuring that everyone who has the potential to achieve in Higher Education is given the chance to do so.