**BA (Hons) Business Administration (Top Up) Programme**

**Faculty of Business, Law & Social Sciences (BLSS)**

**Business School**

**Department of Strategy, Marketing & Economics (SME)**

## Section One

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| Programme Philosophy | |
| The purpose of the BA (Hons) Business Administration (Top Up) programme is to prepare you for a successful career in business. It will provide you with a solid understanding of business, and the different roles undertaken within an enterprise. At the same time it will build the key intellectual and vocational skills that will prepare you for a career in business administration. Building on your previous business knowledge, the top up programme will equip you with the practical and transferrable skills, enterprising attributes and attitudes required to make an immediate impact on business organisations. It is designed to give you the requisite knowledge and understanding of organisations and the business environment in which they operate. You will be able to develop a wide range of cognitive and intellectual skills together with competencies specific to business and enterprise that will enable you to succeed in many business environments.  The programme will:   * Equip you with an in-depth understanding of business theory and the ability to apply business theory and practice in a variety of business environments and situations; * Develop your key transferable skills that are essential to a career in business; * Provide you with the opportunity to develop specialist business skills of your choice.   Business Administration is closely related to the subjects of strategy, management, finance, marketing and enterprise. In this programme you will be able to develop an understanding of a wide variety of activities, functions, professional skills and the powerful critical awareness that careers in today’s global businesses demand. You are offered the opportunity to develop a broad base of business knowledge, a range of essential personal competencies, and a comprehensive understanding of both the individual within an organisation and the organisation within its environment. This will help to equip you for employment in large and small organisations, or in setting up your own businesses. With flexibility, you will be able to choose options in the second semester and focus on building and developing key transferable skills for your career choice.  As you join us at level 6 with your previous knowledge and accredited experiential learning, the BA Business Administration (Top Up) programme aims to prepare you for a career in general business administration. Throughout the programme you will be developed into a work-ready graduate, equipped with a range of intellectual, enterprising and employability skills, suitable for a wide range of positions. Your course will foster your intellectual and moral development and encourage your personal commitment to the end of becoming a business professional. It will also develop your core behaviours through learning activities that enable you to practise, exhibit and develop confidence in enterprise. It combines the broad understanding of Business Process and Systems, e-Business, Cross-cultural Consumer Behaviour, as well as Contemporary Global Management Issues, with the specific knowledge which is applied in the marketing and general business management areas. | |
| Programme Aims This section articulates the programme aims framed by the five themes of the Academic Plan and the QAA Subject Benchmark Statement: Business and Management (July, 2015). | |
| 1. Pursuing Excellence | The programme will provide education and a framework for understanding the fundamental and ethical principles of business concepts, theories, ideas and tools, and their application to a wide variety of business problems. This encapsulates the enterprising behaviours, attributes and skills needed for a rapidly changing business environment. It aims:   * To develop your abilities to integrate academic theory and practice and to be able to apply this knowledge and understanding to business scenarios. * To stimulate you to produce critical and creative business solutions and make decisions in a variety of business contexts, locally, regionally, nationally and internationally. * To foster an understanding of approaches to evaluate the effectiveness of business activity. |
| 1. Practice-led, knowledge-applied | The programme aims to provide you with a firm foundation regarding the practice of business systems and to develop the relevant skills for the constructive use of that knowledge in a range of global settings. Specifically, the programme aims:  * To develop your ability to apply your understanding of organisations, their operations and processes, the business environment and contemporary global management, to solve specific theoretical and applied business problems.  To develop your confidence and competence to be analytical, intuitive, responsive, flexible, and creative;  * To foster your ability to be attuned to the business environment and business needs through practical learning, curricular and extra-curricular experiences. |
| 1. Interdisciplinarity | The BA (Hons) Business Administration (Top up) will provide you with a critical understanding of the multiple dimensions of dynamic businesses, their interconnections, and integration of broader subject specialisms in a multidisciplinary environment.Specifically, it aims:   * To provide you with the opportunity to develop additional specialist skills in analysing business operational, marketing and management situations and devise approaches that may improve performance of the business aspects of an organisation. * To provide you with the skills that will enable you to identify accurately the business issues which require research, and apply appropriate methodologies using a variety of sources. |
| 1. Employability-driven | In preparing you for employment as a business professional, or as an entrepreneur where your subject knowledge and analytical skills are useful, we aim:   * To develop your core behaviours and attributes for enterprise through applied learning activities and attainment of enhanced socially and economically valuable attitudes, expertise and skills. * To develop within you a wide range of skills and attributes which will equip you to become an effective global citizen and business professional. * To encourage you to have positive and critical attitudes towards change and enterprise, so as to reflect the dynamism and vibrancy of the business environment. |
| 1. Internationalisation | In the increasingly globalised world this programme aims to develop your knowledge and understanding of contemporary local and global economic landscapes, and diversified cultural contexts. Specifically, we seek:   * To foster your appreciation of the global economy and cultural diversity of other countries, and the impact of diversity on business strategies and operations. * To develop and enhance a range of general transferable intellectual and study skills, which will also equip you to become effective and responsible global citizens. |

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| Programme Learning Outcomes |
| On successful completion of this programme you will demonstrate:   1. A critical knowledge and understanding of the international business environment in which business professionals operate. 2. An ability to apply business and management concepts to specialist aspects of business. 3. An ability to synthesise appropriate innovative solutions to complex business and management problems. 4. An ability to evaluate the effectiveness of business activity. 5. The skills to analyse operational situations and devise approaches that may improve performance of the business management aspects of an organisation. 6. The skills to identify accurately those issues which require research, and apply appropriate methodologies using a variety of sources. 7. The skills to act independently in constructing own-learning models, plan and undertake tasks, and accept accountability for your own learning decisions. 8. The ability to compose and construct effective methods of communicating business concepts and other relevant work, accurately and reliably using a range of techniques and practices.   These learning outcomes are consistent with the QAA Subject Benchmark Statement: Business and Management (July, 2015). The programme learning outcomes are achieved by building on previous knowledge and understanding of the theories, methods and their applications in business. This is in line with the programme philosophy whereby we ensure that if successful you can make an immediate impact on the world of work whilst possessing the conceptual and methodological understanding to make a long term difference. |
| Programme Learning, Teaching & Assessment Strategy |
| This section explains the learning and teaching approaches, activities and experiences that your programme will offer. It also considers the range of assessments and types of feedback and feedforward you will encounter. It will explain how these will support your continuous learning throughout the programme, and explain the shared expectations in this learning partnership. Our approach to teaching, learning and assessment seeks to develop the skills and attributes you require when working in a professional business environment.  A variety of delivery approaches will be utilised throughout the programme to manage the learning process, including large-group interactive sessions, seminars, tutorials, workshops, peer teaching and learning, project-based learning, experiments, games and technology-enabled learning. Blended learning is adopted, using a mixture of face-to-face learning with online and independent study. Face-to-face sessions will vary in format including large, medium and small group interactive sessions. Students will be expected to arrive at sessions fully prepared and willing to participate throughout. Specifically, utilising the practitioner and academic skills of the teaching team, teaching will consist of a variety of different methods and many scenarios will mirror practice.  Business education is about enabling you to develop your analytical, critical reasoning and creativity skills to meet the demands of a contemporary and enterprising workplace. To achieve this, complimentary course delivery methods will be used, alongside established teaching methods. This will include, but will not be limited to, live projects for both teaching and assessment, opportunities to create artefacts in class as well as for assessments, and practice based case studies. The application of key concepts during lectures and workshops are developed further during seminars and self-directed study. Two of the characteristics employers want from you are the “soft skills” acquired through interacting effectively in groups, and the ability to work independently. This profile of teaching and learning strategies therefore prepares you for the world of work by inculcating these transferable skills.  As a practice based course, sessions will usually involve the application of academic concepts and themes to real world scenarios and case studies. Case studies are used to explore concepts which are then applied to real-world scenarios. Experiential learning is encouraged via project-based assignments. Analysis, synthesis and evaluation are developed as themes throughout the programme. Online delivery will also be provided via the University’s virtual learning environment (VLE), which will be used to support all modules, enabling students to undertake appropriate independent leaning. In addition to electronic copies of materials used during face to face sessions, the virtual learning environment will provide opportunities to engage with additional content including eLearning packages, quizzes and discussion forums. Modules will require students to engage with online study to prepare for, participate in and further develop skills explored during face to face sessions.  These approaches to the learning process are supported by appropriate resources, including access to business and marketing research databases, and written materials. The use of such resources encourages your active learning and the ability to select and make appropriate use of supporting evidence. In particular, by using these resources in an active way, you will develop problem-solving skills and the higher-order skills of reasoning and analysis, as well as the ability to use the information to draw appropriate policy conclusions.  A wide variety of assessment methods are used throughout the programme. You will be expected, with appropriate support, to deliver reports, presentations, essays, project plans, exams (taking various forms) and proposals. This will involve individual and group work. This balanced approach to assessment furthers the programme aim of developing progressive graduates, with employability and other transferable skills which are relevant in the global business context. You, our students, are encouraged to be active participants in the learning experience, with assessment being more about evidencing your business knowledge and skills rather than just being about quantifying your learning. The integration of formative and summative assessment will ensure that you have opportunities for preparation, with constructive feedback before you are summatively assessed. Assessments will be linked to industry in many cases, in order to ensure a coherent progression through the programme, utilising a variety of methods as identified in section two.  Feedback will be provided on a formative basis during sessions where staff will assist in practical work being undertaken. More formal feedback will also be available at appropriate times throughout, supported by the personal tutor. Formal feedback will also be provided on assignments completed as part of the programme. And, in addition to examination marks, generic feedback will be provided on Moodle and additional feedback will be available on request via a one-to-one meeting.  Throughout the programme, you will receive assistance for your own development through co-curriculum activities including dedicated Employability Challenge Weeks and extended induction and transition programmes. You are encouraged to identify and, with guidance, reflect on your own learning needs. The following support will be provided to meet those needs:   * Personal tutors for academic and personal support and guidance. * Module tutors and lecturers are available for individual student support and guidance. * Academic study skills from Learner Support tutors. * Business English support. * Course administrators. * Employability Office. * Student Services (ASK), including Careers, Disability Services, Health and Child Care, Financial advice and Counselling Services.   These colleagues are part of the BCU community. They will support the work we do with you, as co-producers of knowledge and understanding. To increase the employability of our graduates, co-curriculum activities will be implemented utilising the BCU Graduate+ framework, which is designed to augment the subject based skills that students develop through their programmes with broader employability skills and techniques to enhance their employment options when they leave university. |
| The Whole Experience We recognise that there are key aspects to every programme that need to be addressed to ensure we are inclusive, holistic and open about how your programme fits into your wider university experience and your ambitions for your future. Below are Statements of Intent to explain how you will experience these critical learning themes. Each section offers a brief explanation of the theme, why it is important, and how your programme addresses these.   * **Widening Participation** * **Inclusivity** * **Information & Digital Literacy** * **Sustainability & Global Citizenship** * **Student Engagement** * **Partnership Engagement** * **Induction & Transition** * **Progression & Retention** * **Support & Personal Tutoring** * **Personal Development Planning** * **Employability (incl. Birmingham City University Graduate Attributes)** |
| Widening Participation Higher education has a vital role in improving social mobility and BCU’s Strategic Plan highlights the importance of our responsibilities in regards to supporting economic, social and cultural improvement in the city region. We are committed to providing access, retention and progression for students from disadvantaged backgrounds and underrepresented groups. We do this by forging strong relationships with local colleges and schools, thereby providing defined and clear progression routes to facilitate lifelong learning. The Schools and Colleges Liaison Team plays an important role here in ensuring that talented students are attracted to the right programmes, regardless of their background. They work proactively with schools and colleges to provide master classes and campus visits. In the Faculty, our open days provide plenty of encouragement for applicants from all backgrounds to access the University and we provide bursaries to support students progressing from our partner colleges and schools. We try to deliver our programme flexibly to help students with families or other commitments. We also go to great lengths to support students during their time at BCU. All students are allocated a personal tutor and students can access a range of additional support through ASK, the University's integrated and confidential student enquiry service. Essentially, ASK is a one-stop-shop for student queries, linking students with advice on health and wellbeing, careers, finances, visas, and student records. Through our personal tutor programme, we ensure the needs of all our students are met, helping all to achieve their potential and progress through the course. Inclusivity We make every effort to ensure that BCU is an inclusive environment, where explicit consideration is given to the full diversity of our students. We provide an environment which is compliant with the requirements of the Equality Act (2010). Our curriculum is designed to ensure that all students succeed to their potential, regardless of any protected characteristics (disability, sexuality, religion, gender and/or other socio-cultural identities). Most importantly, we recognise that diversity leads to a richer learning experience for all. Where required, and where possible, learning and teaching can be adapted to the specific needs of the student, through the adaptation of delivery and teaching materials. Information & Digital Literacy JISC define digital literacies as 'those capabilities which fit an individual for living, learning and working in a digital society'. This goes beyond the ability to use technology effectively and asks us to consider the journey of many of our students as 'digital natives', in addition to supporting the development of those students who have not yet acquired these skills. As a student, you are expected to have high levels of digital & information literacy both at University and outside: it is an essential ‘life skill’ to be able to access, process and assimilate information in the broadest sense. The ability to articulate that information and to construct new understanding is also critical to graduate success. Through your programme, you are encouraged to recognise different types of information and resources, to develop your ability to question the validity of that information or resource, and to recognise the importance of both print and online resources to facilitate development of your own knowledge. Sustainability & Global Citizenship BCU is committed to integrating sustainability into the curriculum. The notion that we should all seek to find ways to reduce waste, increase recycling, and lower levels of environmental impact will be familiar, but this is a narrow view of sustainability. Our curriculum also considers sustainability in terms of its connection with global citizenship. The United Nations define global citizenship in education as; 'enabling students to develop the attributes, behaviours and skills needed to work and live in a way that safeguards ecological, social and economic wellbeing, both in the present and for future generations’. We encourage our students to live and work more sustainably whilst recognising the impact that their decisions, and actions, have on the local, national and global communities to which they belong. We have made a commitment as an institution to create graduates with a global outlook (Graduate Attributes) and each of our programmes will now include an internationalised programme aim - the inclusion of sustainability within that is a logical connection. The Faculty and Programme demonstrates internationalisation by:   * Using cultural and international experiences or knowledge as a learning resource. * Encouraging intercultural experiences, partnerships and collaborations. * Contributing to international scholarly activity and knowledge exchange. * Providing and promoting a range of accessible opportunities for international and intercultural learning. * Facilitating ongoing intercultural and international dialogue and partnerships. * Proactively developing inclusive learning outcomes, practices, skills, and/or attitudes appropriate for diverse societies, culture and individuals. * Using flexible and inclusive approaches that appreciate and respect individual differences in knowledge, education and culture.  Student Engagement BCU is renowned across the sector for its commitment and approach to student engagement, which aligns with aim 5 of BCU’s Strategic Plan which states ‘we will become recognised as the sector leader for student engagement’. We are committed to the notion that your full participation in all aspects of University life facilitates a more coherent, active and vibrant learning community, which increases your sense of ownership of your learning experience (both at programme and institutional level) which, in simple terms, leads to better student satisfaction levels. For example, there are significant opportunities for you to participate in OpportUNIty student engagement initiatives, which operate through a partnership between the University and Students’ Union.  The aim is to enable students to work as co-designers and collaborators with staff on projects that strengthen the development of the University learning community and enhance the student experience. There are also opportunities to participate in Student Academic Partner [(SAP)](https://icity.bcu.ac.uk/celt/student-engagement/SAP-Projects) projects and for initiatives related to Student Academic Mentoring [(StAMP)](https://icity.bcu.ac.uk/celt/student-engagement/StAMP-Projects). Our [Student Engagement Policy](https://icity.bcu.ac.uk/Notice/Student-Engagement-Policy) gives further insights to the University's expectation of what engagement should like and feel like for students at both undergraduate and postgraduate level.  Programme mentors are also in utilised, providing a valuable learning resource for students, and benefits for all stakeholders. For the employed mentors it strengthens their interpersonal, communication and team working skills that will aid their employability through these enhanced softer skills. For the mentees, they have a peer that is appreciative and knowledgeable of the issues they face. They can become a guide to the resources that students need to be successful. This partnership aids attainment, helping students to realise their potential.  In addition, the programmes undertake co-curriculum activities such as the study trips, internships and placements. These provide students with the opportunity to work with a wide variety of organisations, with the projects equally valued by both students and the organisations alike. This opportunity aids a student’s employability, enhances their learning and improves their confidence, with evidence to show that many organisations adopt some of the ideas and concepts presented, Partnership Engagement Engagement with partners is a key BCU priority which features strongly in BCU’s 2020 Strategic Plan. Our partners are students, as are the wider educational community, and external stakeholders such as employers and cultural/social organisations. Through our partnership working, we aspire to be recognised in the region as a collaborator supporting economic, social and cultural improvement in the city region. Our students are our most important partners and we try to involve students in every level of decision making within the University. We are committed to building on the strong partnerships with education providers in the city and region and try to be pro-active in developing relationships with our local schools and colleges. Employers are particularly valued partners, advising us on our curriculum developments, providing work experience opportunities for you, and contributing to your learning and teaching activities. Our overseas partnerships often result in opportunities for you to mix with students from different countries and to gain different perspectives, as well as opportunities to undertake a period of study overseas. Induction & Transition Coming to University for the first time is exciting but it is also very different from attending school or college. We know that some students struggle to adjust to the freedom and independence of University education but our induction and transition support helps you to adapt to the different experiences you will have, enabling you to develop independent learning skills that enable you to be successful on your programme and prepare you for graduate level employment/further study. To help our students settle in, the university runs a detailed programme that helps students with the following:   * *A range of pre-programme activities that allows new students to meet their teaching team and fellow students.* * *Identification of support mechanisms to aid transition.* * *Social activities.* * *Tailored programmes for level 5 and level 6 to address specific issues such as placement support, career planning.* * *Identification of resources to prepare students for autonomous learning and help them to set short, medium and long-term goals for their own academic and personal development.*  Progression & Retention We want all students to succeed to their potential so they get the most from their study at BCU and progress successfully through the academic year. We try to provide the best learning and assessment experiences we can to help you achieve this. Your education is a partnership. We can provide you with learning materials, guidance and stimuli, but you won’t succeed unless you engage with the University and take full advantage of everything it has to offer. For this reason, we do monitor your attendance and try to help if we notice you are not attending regularly. To help students a series of measures are in place for all programmes. This include but are not limited to:   * *Proactive monitoring of engagement through attendance and participation* * *Specified personal tutor review meetings* * *Peer support through the mentor programme* * *Tutorial support for all modules* * *Emphasis on the importance of pastoral care amongst all staff.*  Support & Personal Tutoring Every student has a Personal Tutor. Your Personal Tutor is there to advise you on your academic progress and can also direct you to additional help, if you need it. You can expect to meet your Personal Tutor for formal meetings three times a year but he or she will also be available if you need additional help or guidance. In addition, every School also has a Student Success Adviser, a recent graduate who has also experienced life as a BCU student. If you are having any problems, your Student Success Adviser can also help you. The University as a whole offers an array of support, such as the Centre for Academic Success, Careers, child care, financial advice, health and wellbeing, visas and immigration, and student mentoring. All of these services can be accessed direct or via our ‘one-stop-shop’, ASK. Personal Development Planning Personal Development Planning (PDP) enables you to be in control of your own future by reflecting on your progress to date and making changes for the future. At BCU we provide structured opportunities for you to become more self-aware, more aware of how to learn and how to improve personal performance, and more able to cope with the transition to your chosen career. Options choices allow you, our students, to choose a specialism that not only aids employability but also caters for your interests.  **Employability (incl. Birmingham City University Graduate Attributes)**  The BA (Hons) Business Administration aims to provide you with a set of attributes which prepare them for their future careers. The BCU Graduate is:   * Professional and work ready; * A creative problem solver; * Enterprising; * Has a global outlook.   The Faculty of Business, Law and Social Sciences is committed to practice-led learning and teaching that will give you experiences of the world of work through a range of activities which could include work placements, voluntary work, live projects, problem-solving, case studies, visits to businesses and social enterprises. These experiences will contribute towards the BCU Graduate Attributes that will prepare you for graduate level employment.  In addition, the University has introduced the BCU Graduate+ programme, which is an extra-curricular awards framework that is designed to augment the subject based skills which you develop through your programme with broader employability skills and techniques that will enhance your employment options when you leave university. The key components of the programme are:   * A personalised approach for each student; * Each student will complete a range of activities and build CPD points towards completion of the award. Recognised activities will include cross-University opportunities, career development, ‘employability’ activities delivered within faculties, part-time work experience, volunteering and community action. * All elements will be clearly linked to the University’s new graduate attributes   Given the scope of the programme employability is embedded throughout and is linked to every module. It is a core ethos of the programme and is evidenced in the programme philosophy, approach to teaching and learning, as well as underpinned by co-curriculum activities. |

## Section Two

This section addresses the key regulatory and quality assurance requirements for validation. The programme learning map tracks the programme level learning outcomes, credit structure and (where appropriate) KIS data, assessment and feedback scope and forms, module delivery mode and module learning outcomes, and any exit awards that are possible from the programme.

**Programme Overview**

The programme is a top up degree which students enter at level 6. A feature of this programmes is that you will undertake core modules in semester 1 and have the opportunity to deepen your understanding of the subject by offering you the flexibility to choose options in the second semester. These will reflect you interests and career aspirations.

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| 6 | Level 6 Transition Programme - 2 weeks | | | |
| S1 | Innovative Thinking for Organisation Development | Business Process and Systems | e-Business |
| S2 | OPTION | OPTION | OPTION |

**Options**

Contemporary Advertising

Cross-cultural Consumer Behaviour

International Marketing Planning

Business Development

The Global Manager

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| **Level 6** Core Modules | **Core A**  **Business Process & Systems** | **Core B**  **Innovative Thinking for Organisation Development** | **Core C**  **E-Business** |
| Credit level (ECTS value) | 20 (10) | 20 (10) | 20 (10) |
| Study Time (%) S/GI/PL | 30:70:00 | 30:70:00 | 30:70:00 |
| Assessment method | Individual Coursework | Individual Oral Presentation | Individual e-Business Report |
| Assessment scope | 3000 words | 10 minutes | 3000 words |
| Semester | 1 | 1 | 1 |
| Assessment week | Week 15 | Week 15 | Week 15 |
| Feedback scope | Written | Oral and written | Written |
| Delivery mode | Standard Blended | Standard Blended | Standard Blended |
| Learning Outcomes | Critically evaluate an existing business process by applying appropriate concepts, theories and methods | Justify the significance of innovative thinking and idea generation in support of responses to organisational challenges, threats and opportunities. | Analyse & classify an organisation’s current e-business strategy, identifying their strengths and weaknesses relative to those of their direct competitors |
| Redesign existing process to achieve well-reasoned benefits. | Critically evaluate current approaches and thinking within organisations to generate an idea as an innovative response to a contemporary organisational issue. | Recommend effective e-business strategies for the delivery of products and services to increase market share and sustainability |
| Generate a plan for the implementation and evaluation of the new process. | Apply research and critical thinking to develop and promote an idea through an oral presentation. | Demonstrate understanding of concepts, theories, frameworks and principles for e-commerce and e- business and their competent use |
|  | Apply appropriate resources and techniques to prepare, structure and deliver an oral presentation. |  |
| Programme Aim Links | 1🗹 2🗹 3🗹 4🗹 5🗹 | 1🗹 2🗹 3🗹 4🗹 5🞏 | 1🗹 2🗹 3🗹 4🗹 5🗹 |
| Linked PSRB (if appropriate) | N/A | N/A | N/A |

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| **Level 6** Optional Modules | **Opt 1**  **Contemporary Advertising** | **Opt 2**  **Cross-Cultural Consumer Behaviour** | **Opt 2**  **The Global Manager** | **Opt 4**  **Business Development** | **Opt 5**  **International Marketing Planning** |
| Credit level (ECTS value) | 20 (10) | 20 (10) | 20 (10) | 20 (10) | 20 (10) |
| Study Time (%) S/GI/PL | 30:70:00 | 30:70:00 | 30:70:00 | 30:70:00 | 30:70:00 |
| Assessment method | Individual Portfolio | Poster Presentation | Individual E-portfolio | Practice-based Portfolio | Individual Coursework |
| Assessment scope | Mid-semester creative report brief (2000 words)  Campaign pitch (10 minutes) | A2/15 minutes | 3000 words | Presentation (50%) (10 minutes); Written Report (50%) (2000 words) | 3000 Words |
| Semester | 2 | 2 | 2 | 2 | 2 |
| Assessment week | Week 13-15 | Week 14-15 | Week 15 | Week 13-15 | Week 15 |
| Feedback scope | Oral and written | Oral and written | Written | Written | Written |
| Delivery mode | Standard Blended | Standard Blended | Standard Blended | Standard blended | Standard Blended |
| Learning Outcomes | Critically evaluate the strategies used by organisations in advertising campaigns and create artefacts for variety of media platforms in response to a creative advertising brief | Demonstrate an in-depth analysis of key factors influencing consumer behaviour across cultures | Identify the key traits of a global manager and analyse the relevance of adapting management styles in today’s rapidly changing global environments | Utilise and apply professional and academic skills to effectively create and justify a compelling and comprehensive business development proposal and pitch for a product, service or project proposition | Prepare solutions for international marketing problems through the application of knowledge and understanding of relevant theory and practices |
| Prepare and deliver an effective contemporary advertising pitch presentation to a professional industry audience. | Critically analyse the impact of consumer differences on marketing decisions across cultures and international markets. | Critically appraise the practical applications of intercultural competency | n/a | n/a |
| n/a | n/a | Analyse the complexities of global organisations and cultural, ethical and value-based considerations for managers wishing to pursue global strategies | n/a | n/a |

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|  | n/a | n/a | Validate skills and competencies and based on self-audit findings and prepare a development plan | n/a | n/a |
| Programme Aim Links | 1🗹 2🗹 3🗹 4🗹 5🗹 | 1🗹 2🗹 3🗹 4🗹 5🗹 | 1🗹 2🗹 3🗹 4🗹 5🗹 | 1🗹 2🗹 3🗹 4🗹 5🗹 | 🗹 2🗹 3🗹 4🗹 5🗹 |
| Linked PSRB (if appropriate) | N/A | N/A | N/A | N/A | N/A |

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| **Level 6 Programme** | | | | | |
| Entry Requirements and pre-requisites, co-requisites & exclusions | Accreditation of Prior Experience or Learning (APEL) | Study Time Breakdown | | | Exit award(s) |
| 240 credits or equivalent at level 5 with evidence of alignment to learning outcomes | In line with university, faculty and programme guidelines | **Scheduled** learning and teaching activities  (including time constrained blended or directed tasks, pre-sessional and post-sessional tasks) | | 30% | Ordinary Degree/Honours Degree in:  -BA Business Administration (Top up) |
| **Guided Independent** learning (including non-time constrained blended tasks & reading and assessment preparation) | | 70% |
| **Pl**acement (including external activity and study abroad) | | % |
| **Impact of options** (indicate if/how optional choices will have a significant impact) |  | |

## Section Three - *Module Guides for the following modules:*

Innovative Thinking for Organisation Development

Business Process and Systems

E-Business

## Cross-cultural Consumer Behaviour

Contemporary Advertising

Business Development

International Marketing Planning

The Global Manager