**Undergraduate Business Programmes**

**BA (Hons) Business**

**BA (Hons) Business (Professional Practice)**

**BA (Hons) Business (Marketing)**

**BA (Hons) Business (Analytics)**

**Programme Code**

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

**Business School**

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

**Section One**

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| Programme Philosophy | |
| Business is a broad subject that is highly regarded by employers for the knowledge and skills it gives graduates. At BCU we have designed our BA (Hons) Business programmes suite to be practice-based in order to prepare you to work as a business professional, either in employment or as an entrepreneur. The philosophy of the of BA (Hons) Business programmes is to prepare and develop you for a career in business and enterprise. It will equip you with the practical skills, enterprising attributes and attitudes required to make an immediate impact on business organisations. It offers the conceptual understanding to help you shape organisations in the rapidly changing global environment such that you can make a long-term difference. Unlike a business management undergraduate programme which focuses more on leadership, this programme examines the business operational processes and systems. This allows you to identify the improvements that can be made, which we believe will prepare you to be a work-ready graduate who can have an immediate impact.  The distinctive themed approach of the BA (Hons) Business programmes is designed to give you the requisite knowledge and understanding of organisations’ processes, investigating how they work, and the business environment in which they operate. The programme has a suite of pathways which provides a knowledge base for understanding organisations, their operations, marketing, process and systems. You will be able to develop a wide range of cognitive and intellectual skills together with competencies specific to business and enterprise. This will provide you with an opportunity to pursue a specialised career in business, and the pathways will allow you to tailor this further. Specifically, the programme offers the opportunity of specialisation in Business (Analytics), Business (Marketing) and Business (Professional Practice), through selecting particular option combinations.  The suite has been designed based on research and feedback from students and business practitioners. Not only does it meet the need of employers by combining core, essential business knowledge with that of specialisms, it also provides you, our students, with a high degree of flexibility. This has been identified as adding value since it allows students to specialise, and you can take a more considered approach to your desired specialism as you progress through the first year.  Each programme has been designed to:   * Develop sound theoretical and conceptual knowledge in relation to business; * Equip you with 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; * Permit you a degree of specialisation in analytics or marketing through the study of relevant elective choices; * Provide you with the opportunity to develop practical knowledge through work-based learning.   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 business 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 business.  Throughout the programmes you’ll be developed into a work-ready graduate, equipped with a range of intellectual, enterprising and employability skills, suitable for a wide range of positions in business and enterprise, from being an account manager for a larger international client to business operational analyst. Your course will foster your intellectual and ethical development and encourage your personal commitment to the socially useful purpose 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 and entrepreneurship.  The first year of the programme will provide a solid grounding in the understanding of business functions and its operating environment, as well as ensuring you are fully prepared to make informed decisions as to your path of study during the remainder of the programme. During the second and later years of the programme, there will be flexible learning opportunities, allowing you to specialise in the BA Business (Analytics) or BA Business (Marketing) or BA Business (Professional Practice) pathways. This is in addition to the BA Business route. Each will allow you to pursue a programme consistent with your career ambition.  **BA Business (Analytics)** provides a focus on the emerging paradigm of business analytics, which occupies a pivotal role for the fourth industrial revolution and drive to the digital economy. You will learn, apply and experience a core set of skills and expertise in the fields of big data, modelling standards, analytics, business intelligence systems and problem-solving, to address real industrial and business challenges. Business Analysts are responsible for analysing a business’s processes and investigating how they work. They then identify improvements that can be made and present the case for these improvements back to the business. This pathway will also enhance your understanding of database management systems: indeed, it will provide you with the capability to become SAP Business Intelligence or SAP HANA certified, and progress onto BCU’s SAP programme at MSc level. SAP HANA is a type of databased management system.  **BA Business (Marketing)** aims to prepare you for a career in marketing, equipping you, our students, with the practical skills required to make an immediate impact, and the conceptual framework to make a long-term difference. It combines the broad understanding of business operations and practice, with the specific knowledge which is applied in the marketing area. This pathway draws upon our Departmental expertise in marketing, sharing the modules and subject knowledge of the team that deliver the BA Marketing and associated pathways.  During your time with us you will also have the opportunity, via the **BA Business (Professional Practice)** pathway, to study whilst concurrently working within an organisation. This will fast-track your professional development and provide a practice-based education. This route, which utilises work-based learning in your final year, allows you to apply your studies directly in your work experience. There will also be opportunities to try out different graduate roles with a wide variety of placements and internships on offer to compliment your studies.  Skills will be developed on a subject specific basis as you progress through each level. The first year of the programme will provide a solid grounding in business and marketing foundations, business analysis methods and techniques, and the business environment. You also develop the necessary study skills in the Professional Development module. It will also ensure you are fully prepared to make informed decisions as to alternative routes of study. Upon successful completion of the first year you will continue on your chosen pathway — BA (Hons) Business (Analytics) and BA (Hons) Business (Marketing) — by selecting appropriate optional modules during the second semester. For example, if you take the Consumer Psychology option in the first year, you’ll be able to choose BA Business (Marketing) pathway.  This exciting and new suite of programmes is delivered from a forward-thinking and growing business school at the heart of the UK’s second city. The business team at BCU have a range of experiences and these will be enhanced by the unique contributions which staff in strategy, economics, finance, marketing and enterprise can offer. A distinctive pillar of our approach will be to view business holistically as a subject of investigation which draws on a number of disciplines and approaches, with porous and overlapping boundaries. | |
| Programme Aims This section articulates the programme level learning outcomes framed by the five themes of the University Academic Plan. The programme is also developed within the context of the QAA Subject Benchmark statement for Business & Management (July, 2015), which specifies the need for subject knowledge as well as understanding and skills in relation to organisations, the business environment and management. In the narrative below we include general aims, and pathway-specific aims. | |
| 1. Pursuing Excellence | These programmes aim to advance your knowledge and understanding of business concepts, theories, ethical principles, techniques and tools, and explore their application to a wide variety of business scenarios and problems. Specifically, the BA (Hons) Business suite aims:   * To develop your ability to be able to integrate academic theory and practice; * To foster in you the ability to apply this knowledge and understanding to business scenarios; * To allow you to produce critical and creative business solutions and make decisions in a variety of business contexts, locally, regionally, nationally and internationally. |
| 1. Practice-led, knowledge-applied | These programmes will develop your confidence and competence to be analytical, intuitive, responsive, flexible, and creative. It will also attune you to the business environment and business needs through practical learning. Specifically, it aims:  * To provide you with the understanding of organisations, their operations and processes, and the business environment in which they operate, and apply this knowledge to concrete cases.   Additionally   * The BA (Hons) Business (Professional Practice) will provide you with an embedded practice-based learning experience which will allow you to utilise your business knowledge in an organisational setting. * The BA (Hons) Business (Marketing) will develop your understanding of the marketing aspect of the business function, locating this in a broader business context. * The BA (Hons) Business (Analytics) aims to facilitate your development of the analytical skills and practical skills associated with complex data management systems. |
| 1. Interdisciplinarity | The programmes aim to development your critical understanding of the multiple dimensions of dynamic businesses, their interconnections, and integration of broader subject specialisms in a multidiscipline environment.Specifically, it seeks:   * To provide you with the opportunity to develop additional specialist skills of your choice, by offering a distinct suite of interrelated programmes. |
| 1. Employability-driven | In preparing you for work as a business professional the programme will develop your core behaviours and attributes for business and enterprise through applied learning activities and attainment of enhanced socially and economically valuable attitudes, expertise and skills. This will support career development either in employment, or entrepreneurially.Specifically, it aims:   * To develop a wide range of skills and attributes which equip you to become an effective global citizen and business professional. * To encourage you to have positive and critical attitude towards change and enterprise, so as to reflect the dynamism and vibrancy of the business environment.   Additionally   * The BA (Hons) Business (Professional Practice) will directly develop your employability skills in an organisational setting. * The BA (Hons) Business (Marketing) will prepare you for employment within multi-discipline business or marketing teams, focussing on organisational interconnectedness. * The BA (Hons) Business (Analytics) aims to facilitate your development of the analytical and practical skills associated with complex data management systems. |
| 1. Internationalisation | These programmes will develop your knowledge and understanding of contemporary local and global economic landscapes, and diversified cultural contexts. This will enable you to respond to, and shape, the future of organisations within the global business environment. Specifically, it aims:   * To provide a rich understanding of the global economy and the 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 be able to:   1. Demonstrate a critical understanding of theoretical knowledge of key academic theories and concepts in relation to business, as a preparation for employment, self-employment or postgraduate study. 2. Practically apply knowledge and skills in relation to the operation and systems of business organisations. 3. Synthesise the methodological, conceptual and practical knowledge you have acquired so as to be a capable business professional. 4. Understand and critically appraise contemporary issues and policy debates as they apply to business organisations and their operations within a digital and globalised society. 5. Demonstrate an ability to articulate, communicate and present business arguments to both specialist and non-specialist audiences. 6. Use acquired skills to act independently in constructing your own learning models, plan and undertake tasks, and accept accountability for your own learning decisions.   In addition, on successful completion of the following pathways you will be able to:   1. Demonstrate effective knowledge and understanding of the international context within which organisations operate, and apply this to the business organisation - BA (Hons) Business; BA (Hons) Business (Professional Practice); BA (Hons) Business (Marketing). 2. Effectively apply your understanding of marketing to analyse and evaluate its interconnections with the other functional areas of business - BA (Hons) Business (Marketing). 3. Analyse complex data and state-or-the-art data management systems to provide insight and recommendations informing business strategy and operations - BA (Hons) Business (Analytics).   The core learning outcomes are consistent with the QAA Subject Benchmark Statement: Business and Management in relation to business operations and analytics (July, 2015).  The programme learning outcomes are achieved by successively building up knowledge and understanding of the theories, methods and applications of business. This is in line with a key aspect of the programme philosophy whereby we ensure that successful students can make an immediate impact on the world of work whilst possessing the conceptual and practical understanding to make a long term difference. In developing knowledge and understanding you will develop your skills as a business professional — whether you ultimately work for a large or small business organisations, or by becoming an entrepreneur — through the successive levels of study. The level learning outcomes for the BA (Hons) Business are as follows.  On successful completion of level 4 you will be able to demonstrate:  L.4.1. Knowledge and understanding of core business theory, principles, concepts, business operations and the business environment.  L.4.2. Familiarity with the quantitative and qualitative methods and techniques of business within a wider social and business context.  L.4.3. Acquisition of key transferable skills essential to a career as a business professional.  On successful completion of level 5 you will be able to:  L.5.1. Demonstrate an ability to identify, critically evaluate and apply theories of contemporary business issues, strategies and operations.  L.5.2. Demonstrate an ability to critically evaluate and suggest solutions to decision making problems facing managers of international firms, in particular supply chain management issues.  L.5.3. Demonstrate an understanding of theories, concepts and the practice of entrepreneurship.  L.5.4. Develop practically applicable knowledge and skills to be able to conduct business intelligence analysis and inform decision-makers by using information data evidence.  In addition, on successful completion of the following pathways you will be able to:  L.5.5.a. Identify, articulate and analyse the role of marketing communications planning in strategic decision making - BA (Hons) Business (Marketing).  L.5.5.b. Demonstrate an ability to utilise complex and “big” data to provide insight into organisational planning and operations, analysing the business intelligence derived from it - BA (Hons) Business (Analytics)  In the final year you build on previous learning and will be able to:    L.6.1. Utilise business knowledge, understanding and skills to critically evaluate and formulate evidence-based arguments, identifying solutions to both defined and uncertain business events and problems.  L.6.2. Compose and construct effective methods of communicating business concepts and other relevant work accurately and reliably using a range of specialist techniques and practices.  L.6.3. Apply professional skills in contexts where the scope of the task and the criteria for decisions are generally well defined, but where some personal responsibility and initiative is required.    L.6.4. Utilise and apply professional and academic skills to create, justify and forecast compelling business solutions.  In addition, on successful completion of the following pathways you will be able to:  L.6.5.a. Support business strategy by providing a rich understanding strategic marketing management and planning - BA (Hons) Business (Marketing).  L.6.5.b. Use quantitative data to derive nuanced forecasts which can inform business decision making - BA (Hons) Business (Analytics).  L.6.5.c. Apply conceptual and methodological approaches to business to the analysis of a specific organisation, deriving strategic, operational or policy insight - BA (Hons) Business (Professional Practice). |

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| Programme Learning, Teaching & Assessment Strategy |
| This section explains the learning and teaching approaches, activities and experiences that your programme will offer, the range of assessments and types of feedback and feedforward you will encounter, and explain how these will support your continuous learning throughout the programme. It will also explain the expectations we have of you in this learning partnership.  The suite of undergraduate business programmes is a series of four interrelated programmes that have been designed effectively to be aligned to industry practices. They are distinct by offering you, our students, flexibility of pathway, enabling you to develop additional specialist skills of your choice, congruent with your business career.  Students can switch to a named pathway (or route in the case of professional practice version) after semester 1 of the first year, and the option to change at the end of the first year remains so long as you have taken the appropriate option. The specific degree pathways are as follows:   * BA (Hons) Business * BA (Hons) Business (Marketing) * BA (Hons) Business (Analytics) * BA (Hons) Business (Professional Practice)   Each programme has the option of a sandwich year in year three, except the BA Business (Professional Practice) which has a compulsory placement in the third (final) year, delivered by work-based and block-teaching. Any student not taking a named pathway can select a variety of option modules, graduating with a BA (Hons) Business. The pathways have fewer option choice, since they reflect module specialisation. In order to graduate with the BA (Hons) Business (Analytics) you need to select a fixed diet of modules [see Table 3 - BA (Hons) Business (Analytics) programme Structure].  On the Professional Practice route, you will be required to regularly complete a variety of distance learning activities via Moodle - our virtual learning environment associated with each of your modules. The learning you gain on your placement will be formally assessed during your final year and will contribute to your final degree classification. This structure means that you have the opportunity of completing a professionally focused degree that incorporates a year-long placement, within three years.  Whether you take the four-year or three sandwich route, the important thing about work placements is that they provide an opportunity for you to get to grips with working, meeting deadlines and working in a team. A placement enhances your knowledge in many ways, helping you with your course, as well as helping you to find out more about a job or industry, leading to more informed decisions upon graduation.  The suite has been designed based on research and feedback from students and practitioners. Not only does it meet the need of employers by combining core, essential business knowledge with a specialised knowledge area, it also provides you, our students, with a high degree of flexibility. This has been identified as a core requirement, as it allows you, our students to take a more considered approach to your desired specialism once your knowledge of business has developed in more depth over the course of your first year.  The course has been developed to incorporate supported self-managed learning, and prepares students for an increasingly complex, dynamic and ambiguous international business environment. This approach will facilitate an appreciation of the interrelationships both within and external to the organisation. It is a powerful approach dealing with problem solving in a holistic way, empowering students to achieve their full potential. The progressive development of the learning outcomes across the three levels can be clearly traced in the module guide.  A variety of delivery approaches will be utilised throughout the programme to manage the learning process, including: lectures; 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 education with online and independent study. Face-to-face sessions will vary in format including large, medium and small group interactive sessions and workshops. In preparing you for work you will be expected to arrive at sessions fully prepared and willing to participate throughout. 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 embedded in each module therefore prepares you for the world of work by inculcating these transferable skills.  As a practice-based course, sessions will often involve the application of academic concepts and themes to real world scenarios and case studies using actual data. In developing your research skills you will frequently have to derive, source and extract this data. Case studies will also be used to explore concepts applied to real-world scenarios. Experiential learning is encouraged via project-based assignments. Analysis, synthesis and evaluation are developed as themes throughout the programme and online delivery will also be provided via the University’s virtual learning environment (VLE) (Moodle). This provides electronic copies of materials used during face to face sessions, and the virtual learning environment will facilitate engagement 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 the necessary employability skills.  These approaches to the learning process are supported by appropriate resources including access to business simulations, economic data, such as the Office of National Statistics database, further information technology-based resources, 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 higher-order skills of reasoning and analysis, as well as exploring information, and drawing appropriate business conclusions.  Specifically, utilising both the practitioner and academic skills of the teaching team, teaching will consist of variety of different methods and in most scenarios will mirror practice. Business education is about enabling students to develop their analytical, critical reasoning and creativity skills to meet the demands of the contemporary and enterprising workplace. To achieve this, complimentary course delivery methods will be used, alongside established teaching methods. These will include, but not be limited to, use of live projects for both teaching and assessment, opportunities to create artefacts in class as well as for assessments, and practice based case studies again for both teaching and assessment. A complete VLE will be used to support all modules enabling students to undertake appropriate independent leaning.  A wide variety of assessment methods are used and throughout the programme you will be expected (with the appropriate support) to deliver both individually and in groups. You will prepare substantial research project reports, business reports, presentations (oral and poster), essays, project plans, exams (case-based, open-book and closed-book, computer-based and essay-based) and research proposals. This balanced approach to assessment furthers the programme aim to develop progressive graduate, employability and other transferable skills, within a relevant 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 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 level learning outcomes, and will utilise a variety of methods as identified in module guides.  Feedback will be provided on a formative basis during structured and semi-structured sessions, and staff will assist in practical work being undertaken. More formal feedback on coursework will also be available from your tutors at appropriate times throughout the programme. In addition to examination marks, generic feedback on examinations will be provided via the virtual learning environment, and additional feedback on examinations will be available on request from tutors, in one-to-one sessions.  Learning and teaching on the course is supplemented by:   * Initial Induction. This includes preparation for learning, teaching and assessment, and VLE resources for each level of study. * Course handbook. This will contain supporting guidance on the course structure plus learning, teaching and assessment guidelines. * Module handbooks. These contain key learning materials, and formative and summative assessment tasks. * Work placement lectures. This structured series of lectures are delivered by the employability and placement team during level 5, and they will orientate you to work placements and support you in finding suitable opportunities. * Volunteering or study abroad. This series of lectures will be delivered by the International Office and Study Abroad team during levels 4 and 5 to orientate students to opportunities to study or volunteer abroad, with support in making study abroad applications.   Throughout the programme, you will receive assistance for your own development through personal tutors and 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 and are offered the following support as appropriate 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 are part of the BCU community and we will work 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 that 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. This need has been identified by a number of reports including the McDonalds’ report (2015): ‘The value of soft skills to the UK economy’.  By the end of your undergraduate studies, a BCU graduate will:   * Be a creative problem-solver; * Be enterprising; * Be professional and work-ready; * Have a global outlook.   These are the four BCU graduate attributes and each are embedded throughout the undergraduate curriculum. Embedding of graduate attributes within the programme is done through learning and assessment activities within the modules, as indicated in the module specification templates. Graduate attributes are reinforced through the extended induction and transition programme, delivered at levels 4, 5 and 6. In more detail:   1. The creative problem-solving attribute is developed formatively and summatively throughout the programme, primarily through tasks which require creative and critical thinking as well as the ability to apply theory in practice and active problem solving. 2. The enterprising attribute is developed formatively, and summatively assessed throughout the programme, primarily through tasks which require an opportunistic outlook and resource identification skills. These elements are identified within module guides where they apply. 3. The professional and work-ready attribute is developed and assessed throughout the programme, developing students’ soft skills such as being digitally literate (the use of digital media in various module contexts, including use of software packages for organising and presenting work). Likewise communication, teamwork and collaboration and planning skills (including individual and group presentations, reports, portfolios, posters and podcasts) are implicit in assessments. 4. The global outlook attribute is an integral part of all elements of the BA (Hons) Business programmes suite. Modules will have an explicit focus via teaching and assessment on understanding the business environment in an international context, with a view to understanding international organisations and business practices. |

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| 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)** |

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| 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, and facilitating retention and progression if you come from a disadvantaged background or underrepresented group. We do this by forging strong relationships with local colleges and schools, providing defined and clear progression routes to facilitate lifelong learning. The Schools and Colleges Liaison Team plays an important role here in ensuring that you are attracted to the right programme, regardless of your 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 you if progressing from our partner colleges and schools. We try to deliver our programme flexibly to help you if you have family or other commitments. We also go to great efforts to support you during your time at BCU. You 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 you with advice on health and wellbeing, careers, finances, visas, and student records.  Through our personal tutor programme we help you to achieve your potential, progressing through the course. At key points in the academic year and through your studies our students have the chance to choose degree route and options. Help and guidance is given to ensure that all students embrace the flexibility of the suite of the programmes to meet your career aspirations. Inclusivity We make every effort to ensure that BCU is an inclusive environment, where explicit consideration is given to the full diversity of you, our students.  We provide an environment which is compliant with the requirements of the Equality Act (2010). Our curriculum is designed to ensure that you will succeed to your 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 your specific needs, 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. 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 the BA (Hons) Business programmes suite, you are encouraged to recognise different types of information, data and resources. This will develop your ability to question the validity of that information, and to recognise the importance of both print and online resources to facilitate development of your own knowledge.  Through the use of specific modules such as the level 4 - Professional Development module, as well as the module in Business Analysis, Methods and Techniques, you will have the opportunity to consider the importance of your digital understanding and create content and artefacts that showcase your skills. You will use appropriate tools and software — such as MS Excel, SPSS, and MS Movie Maker — to create material that evidences proficiency in industry standard applications. 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. 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. The normative basis of these issues will be explored in the BA (Hons) Business programmes suite. We encourage you to live and work more sustainably whilst recognising the impact your decisions and actions have on the local, national and global communities to which you 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. * Embedding and debating global exemplars and perspectives in the curriculum. * Providing and promoting a range of accessible opportunities for the international and intercultural learning. * Facilitating ongoing intercultural and international dialogue and partnerships. * Proactively developing inclusive learning outcome, 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 on the BA (Hons) Business suite 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 you 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. This includes offering support for Student Academic Partner [(SAP)](https://icity.bcu.ac.uk/celt/student-engagement/SAP-Projects) projects and for initiatives around 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 look like and feel like for you at both undergraduate and postgraduate level.  Programme mentors are also in place, providing a valuable learning resource for you, 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. An individual who can provide guidance to the resources that students need to be successful. This partnership aids attainment, helping you to realise your potential.  In addition you will undertake co-curriculum activities on the BA (Hons) Business programmes suite such as study trips, internships and placements. These provide you 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 your employability, enhances your learning and improves your confidence.   Partnership Engagement Engagement with partners is a key BCU priority which features strongly in BCU’s 2020 Strategic Plan. You are our partners, as are the wider educational community, and external stakeholders such as employers. 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. You are our most important partners and we try to involve you 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 also 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 of you 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 or further study. To help you settle in, the University runs a detailed programme that helps you 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 and career planning.* * *Identification of resources to prepare you for autonomous learning and help you to set short, medium and long-term goals for you 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. The personal tutor is there to provide you with advice on your academic progress and, should you experience personal problems, they can 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, finance/money matters, 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 so far 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. The suite of business programmes allows you, our students, to choose a specialism that not only aids employability but also caters for your interests. In addition all Programmes have an optional placement year.  **Employability (incl. Birmingham City University Graduate Attributes)**  BCU programmes aim to provide graduates 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 include work placements, voluntary work, live projects, problem-solving case studies, visits to businesses organisations and government institutions. 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 that you develop through the BA (Hons) Business programmes suite 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 completes a range of activities and builds CPD points towards completion of the award;* * *Recognised activities to include cross-University opportunities, careers 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. Employability is embedded throughout the programme as well and is linked to every single module; indeed, it is a core ethos of the BA (Hons) Business programmes suite as 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 suite of programmes which includes the BA (Hons) Business, BA (Hons) Business (Marketing), the BA (Hons) Business (Analytics) and the BA (Hons) (Professional Practice). A feature of these programmes is that they offer you the opportunity to deepen your understanding of the subject at level 4, enabling you to transfer to a specialised programme should you wish. This will reflect your career aspirations or interests. For example if you wish to pursue a career in business but with marketing expertise, you may be best suited to pursue the BA (Hons) Business (Marketing) by taking *Consumer Psychology* in the second semester of first year. In contrast if you wish to work as a business analyst you would be better taking the BA (Hons) Business (Analytics), which requires you take the *Fundamentals of Business Enterprise Systems* module in the first year.

The programme structure for each of the pathways are detailed in Tables 1-4 below.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 4 | Level 4 Induction – 2 weeks | | | | | | |
| S1 | Professional Development | | Business Foundations | | Marketing Foundations | |
| S2 | Business Analysis, Methods and Techniques | | Business Environment | | OPTION | |
| 5 | Level 5 Transition Programme - 2 weeks | | | | | | |
| S1 | Contemporary Business: Practice and Solutions | | Business Strategy | | Business Operations | |
| Optional International Exchange | | | | | |
| S2 | Accounting for Business | | Business Entrepreneur | | OPTION | |
| Optional International Exchange | | | | | |
| Work Placement | | | | | | | |
| 6 | Level 6 Transition Programme - 2 weeks | | | | | | |
| S1 | Integrated Business Research Project | | Business Process and Systems | | e-Business | |
| S2 | International Business | | OPTION | |
|  | *Professional Practice route will have a specified diet of modules (Table 4)* | | | | | | |
| **Table 1:** BA (Hons) Business Programme Structure | | | | | | | |
|  | | | | |
| **Level 4 Options**   * Understanding Organisation and Organisational Behaviour * Consumer Psychology | | **Level 5 Options**   * Creative Problem Solving * Supply Chain Management * Managing Behavioural Change * Cross-Cultural Management * Study Abroad | | **Level 6 Options**   * Contemporary Global Management Issues * Business Development * One Planet Business * The Global Manager | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 4 | Level 4 Induction – 2 weeks | | | |
| S1 | Professional  Development | Business Foundations | Marketing Foundations |
| S2 | Consumer Psychology | Business Environment | Business Analysis, Methods and Techniques |
| 5 | Level 5 Transition Programme - 2 weeks | | | |
| S1 | Contemporary Business: Practice and Solutions | Business Strategy | Business Operations |
| Optional International Exchange | | |
| S2 | Accounting for Business | Marketing Communications Planning | OPTION  (Marketing) |
| Optional International Exchange | | |
| Work Placement | | | | |
| 6 | Level 6 Transition Programme - 2 weeks | | | |
| S1 | Integrated Business Research Project | Strategic Marketing Management and Planning | e-Business |
| S2 | International Business | OPTION |

**Table 2:** BA (Hons) Business (Marketing) Programme Structure

|  |  |  |
| --- | --- | --- |
|  | **Level 5 Options**   * Creative Problem Solving * Event Management * Channel Management and Routes to Market * Visual Communications for Marketers * Retail Operations * Managing Behavioural Change * User Experience and Architecture * Study Abroad | **Level 6 Options**   * One Planet Business * Business Development * Digital Enterprise * Contemporary Advertising * International Marketing Planning * Public Relations Planning and Corporate Reputation * Cross-Cultural Consumer Behaviour |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 4 | Level 4 Induction – 2 weeks | | | |
| S1 | Professional Development | Business Foundations | Marketing Foundations |
| S2 | Business Analysis, Methods and Techniques | Business Environment | Fundamentals of Business Enterprise Systems |
| 5 | Level 5 Transition Programme - 2 weeks | | | |
| S1 | Contemporary Business: Practice and Solutions | Business Strategy | Business Operations |
| Optional International Exchange | | |
| S2 | Business Information: Big Data | Econometrics | Business Intelligence & Analysis |
| Optional International Exchange | | |
| Work Placement | | | | |
| 6 | Level 6 Transition Programme - 2 weeks | | | |
| S1 | Integrated Business Research Project | Business Process & Systems | e-Business |
| S2 | Business and Economic Forecasting | Decision Support & Predictive Analytics |

**Table 3:** BA (Hons) Business (Analytics) Programme Structure

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 4 | Level 4 Induction – 2 weeks | | | | |
| S1 | Professional Development | Business Foundations | | Marketing Foundations |
| S2 | Business Analysis, Methods and Techniques | Business Environment | | OPTION |
| 5 | Level 5 Transition Programme - 2 weeks | | | | |
| S1 | Contemporary Business: Practice and Solutions | Business Strategy | | Business Operations |
| Optional International Exchange | | | |
| S2 | Accounting for Business | Business Entrepreneur | | OPTION |
| Level 6 Transition Programme - 2 weeks | | | | | |
| 6 | S1 | Integrated Business Research Project | | Business Process and Systems | e-Business |
| S2 | International Business | One Planet Business |

Table 4 – BA (Hons) Business (Professional Practice) Programme Structure

Level 4 and 5 options are the same as those of BA (Hons) Business programme. L6 modules are all core.

|  |  |
| --- | --- |
| **Level 4 Options**   * Understanding Organisation and Organisational Behaviour * Consumer Psychology \* | **Level 5 Options**   * Creative Problem Solving * Supply Chain Management * Managing Behavioural Change * Cross-Cultural Management * Study Abroad |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level 4** Core Modules | **Core A**  **Professional Development** | **Core B**  **Business Foundations** | **Core C**  **Marketing Foundations** | **Core D**  **Business Analysis, Methods and Techniques** | **Core E**  **Business Environment** |
| 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 | An individual electronic page | Individual patchwork coursework | Individual Coursework | Computer-based portfolio of coursework | Group portfolio: A short written paper; A digital video story |
| Assessment scope | 3000 words | 3000 words | A2 Poster | 6 elements | 1000 words & 2000 words video story |
| Semester | 1 | 1 | 1 | 2 | 2 |
| Assessment week | 15 | Throughout the module | 15 | 15 | 15 |
| Feedback scope | Written | Written | Written Exam Summary Report | Written | Written |
| Delivery mode | Standard blended | Standard blended | Standard blended | Standard blended | Standard blended |
| Learning Outcomes | Undertake an audit of skills and capabilities, reflecting on the outcomes and engage with a programme of professional development. | Explain the complimentary roles of the key functional areas of marketing, operations, and finance within a given organisation | Propose opportunities for the creation of value for a range of stakeholders through the application of marketing concepts and practices in a variety of for-profit and not-for-profit organisations | Demonstrate an understanding of good practice in data presentation and analysis and be able to use data as an aid to making business sensitive decisions | Demonstrate the ability to identify and apply familiarity with appropriate theory, to demonstrate knowledge and understanding about the nature of industry and the formation of organisations |
| Become more effective in the use of the systems and software necessary for study and valued by employers. | Describe how a business creates value from its inputs through to its outputs | Demonstrate transferable skills that are essential to a career in marketing and business, such as creativity, commercial awareness, problem solving and communication | Perform appropriate basic statistical and mathematical calculations, correctly interpret the results and be aware of the strengths and limitations of the approach adopted | Critically analyse and evaluate ideas about the business world |
| Evidence skills in the context of professional development and evaluate impact. | Reflect on personal academic and professional development needs | Explain the fundamental role that research into consumer behaviour and decision making plays in enabling effective decision making within a marketing led organisation | Demonstrate proficiency in the use of commercial software packages to deal with business problems | Construct and defend arguments, and apply analytical thinking skills and business tools in addressing organisational problems. Practice skills in summarising and explaining such arguments through the production of a short video that will be a part of the module assessment |
| n/a | Apply key transferrable skills to experiential business situations | Creatively apply theories and concepts of marketing, such as the marketing mix, strategy and planning and marketing communication towards the solution of a defined marketing problem. | Demonstrate proficiency in finding optimal solutions to business problems using software appropriately | Identify and select appropriate independent and group research methods, to conduct for assessment, research into a major organisation, using a range of sources |
| Programme Aim Links | 1🗹 2🗹 3🗹 4🗹 5🞏 | 1🗹 2🗹 3🗹 4🗹 5🗹 | 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 | N/A | N/A |

|  |  |  |  |
| --- | --- | --- | --- |
| **Level 4** Optional Modules | **Opt 1**  **Consumer**  **Psychology**  **Marketing Pathway** | **Opt 2**  **Understanding Organisation and Organisational Behaviour**  **Business Pathway** | **Opt 3**  **Fundamentals of Business Enterprise Systems**  **Analytics Pathway** |
| Credit level (ECTS value) | 20 | 20 | 20 |
| Study Time (%) S/GI/PL | 30:70:00 | 30:70:00 | 30:70:00 |
| Assessment method | Exam | Individual Poster | Computer-based portfolio of coursework |
| Assessment scope | 1.5 hours Multiple choice exam | A2 Size | Portfolio |
| Semester | 2 | 2 | 2 |
| Assessment week | Exam Week | Week 15 | Week 15 |
| Feedback scope | Written | Written | Written |
| Delivery mode | Standard blended | Standard blended | Standard blended |
| Learning Outcomes | Demonstrate a clear understanding of the individual and group influences on consumer behaviour through the ability to apply sociological and psychological concepts and theories for the purpose of enhancing the practice of marketing | Identify individual employee behaviours exhibited within the workplace | Demonstrate the understanding of business enterprise systems life cycle |
| n/a | Recognise team-related employee behaviours exhibited within the workplace | Compare appropriate techniques and approaches for identifying challenges within business enterprise systems |
| n/a | Underline the main elements of organisational structures | Apply the use of business modelling tools to capture business enterprise systems requirements. |
| n/a | List different organisational processes and their influence on organisational performance | Demonstrate proficiency in the use of commercial software packages to deal with business problems |
| 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 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level 4 Programme** | | | | | |
| Entry Requirements and pre-requisites, co-requisites & exclusions | Accreditation of Prior Experience or Learning (APEL) | Study Time Breakdown | | | Exit award(s) |
| 3 A ‘levels BBC or equivalent  At the point of enrolment, students must have GCSE English Language and Mathematics at Grade C or above. Equivalent qualifications will be considered.  No pre-requisites, co-requisites and exclusions. | 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% | Certificate in Higher Education  in the following programmes   * Business |
| **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) |  | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Level 5** Core Modules | **Core A**  **Business Operations** | **Core B**  **Business Strategy** | **Core C**  **Contemporary Business: Practice & Solutions** | **Core D**  **Accounting for Business**  **Business Pathway** | **Core E**  **Business Entrepreneur**  **Business Pathway** | **Core F**  **Business Information: Big Data**  **Analytics Pathway** |
| Credit level (ECTS value) | 20 (10) | 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 | 30:70:00 |
| Assessment method | Portfolio (Group presentation -25%;  Closed book written exam - 75%) | Portfolio (Poster/Exam) | Portfolio | Written Exam | Portfolio (Elevator Pitch/Group Report) | Patchwork (Computer-based practical coursework;  Individual Written report) |
| Assessment scope | 15 minutes  2 hours (required by professional body) | A2/Open Book 1 hour exam | A paper; participation of a Group debate; A reflective paper - equivalent of 3000 words | 1.5 hours | 5 minutes/4000 words for group | 1.5 hours  1500 words |
| Semester | 2 | 1 | 1 | 2 | 2 | 2 |
| Assessment week | Week 15 | Week 15 | During the module taught period and week 15 | Exam Period | Week 15 | Week 13-15 |
| Feedback scope | Oral and written | Oral and written | Oral and written | Written | Oral and written | Oral and written |
| Delivery mode | Standard Blended | Standard Blended | Standard Blended | Standard Blended | Standard Blended | Standard Blended |
| Learning Outcomes | Evaluate the role and contribution of the operations function in modern businesses | Present appropriate strategic management models and use them to analyse organisational scenarios for a given small business | Choose and apply appropriate conceptual strategic management models and frameworks to analyse differing external environment and organisational scenarios. | Prepare financial statements and financial statement extracts. | Demonstrate an understanding of theories, concepts and practice of entrepreneurship. | Demonstrate an understanding of good practice in data collection, presentation and analysis with particular regard to big data sets. |
| Demonstrate an understanding of business operations’ theories, concepts and practices | Apply and evaluate Apply and evaluate strategic options for different organisations for a given business case and defend strategic choices using appropriate data | Generate, evaluate and justify specific views for differing organisational scenarios | Analyse financial statements to interpret financial position and performance. | Explore current trends and issues in Entrepreneurship and Small Business literature. | Perform appropriate basic statistical and mathematical calculations, correctly interpret the results and be aware of the strengths and limitations of the approach adopted |
|  | Apply theoretical principles, tools and concepts to business operation problems to deliver sustainable performance | Apply literary and information-processing skills for constructing and defending strategy implementation plans | Construct and defend arguments regarding specific Contemporary Issues based on research conducted of an Industry (dynamics, Key Success Factors, etc.) | Use management accounting methods to aid short term decision making. | Identify and analyse an idea for new venture creation or entrepreneurial opportunity. | Demonstrate proficiency in the efficient use of commercial software packages to solve business problems involving big data sets |
| Using theoretical principles, tools and concepts establish how relationships in the supply chain can be managed | Evaluate past strategic management processes for particular cases, using theoretical and practical perspectives to identify the critical issues for organisations and staff | Discuss knowledgeably current business issues with business managers and demonstrate this knowledge and understanding through an assessed reflective paper | Use management accounting methods to aid long term decision making | Develop a credible and informed business plan. | Demonstrate proficiency in using software to find optimal solutions to business problems and report these appropriately |
| Programme Aim Links | 1🗹 2🗹 3🞏 4🗹 5🞏 | 1🗹 2🗹 3🗹 4🗹 5🗹 | 1🗹 2🗹 3🗹 4🗹 5🗹 | 1🗹 2🗹 3🞏 4🗹 5🞏 | 1🗹 2🗹 3🞏 4🗹 5🗹 | 1🗹 2🗹 3🞏 4🗹 5🞏 |
| Linked PSRB (if appropriate) | Yes | N/A | N/A | N/A | N/A | N/A |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Level 5** Core Modules | **Core G**  **Econometrics**  **Analytics Pathway** | **Core H**  **Marketing Communications Planning**  **Marketing Pathway** | **Core I**  **Business Intelligence & Analysis**  **Analytics Pathway** |  |  |  |
| 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 technical report | Exam | Computer-based Coursework |  |  |  |
| Assessment scope | 3,000 words | 1.5 hours | 3000 words equivalent |  |  |  |
| Semester | 2 | 2 | 2 |  |  |  |
| Assessment week | Week 15 | Exam Period | Week 14-15 |  |  |  |
| Feedback scope | Written | Oral and written | Written |  |  |  |
| Delivery mode | Standard Blended | Standard Blended | Standard Blended |  |  |  |
| Learning Outcomes | Understand the econometric analysis involved in the building of linear regression models | Assess and select the most feasible marketing communications method(s) applicable to a given business scenario | Capture and appraise relevant data from which business intelligence can be obtained |  |  |  |
| Apply the econometric analysis performing appropriate statistical tests | Create and present a fully justified, viable marketing communications campaign in response to a given marketing scenario | Critically review and select appropriate tools and techniques suitable for gathering business intelligence |  |  |  |
| Appraise the results of regression models run using a statistical software (Stata) | n/a | Demonstrate proficiency in the efficient use of commercial software packages to solve business problems involving big data sets |  |  |  |
| Demonstrate skills in problem solving and technical report writing | n/a | Analyse the effectiveness and critically appraise business drivers for strategic enterprise management |  |  |  |
| Programme Aim Links | 1 🗹 2🗹 3🞏 4🗹 5🗹 | 🗹 2🗹 3🞏 4🗹 5🞏 | 1🗹 2🗹 3🗹 4🗹 5🗹 |  |  |  |
| Linked PSRB (if appropriate) | N/A | N/A | N/A |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Level 5** Optional Modules | **Opt 1**  **Creative Problem Solving** | **Opt 2**  **Study Abroad** | **Opt 3**  **Event Management**  **Marketing Pathway** | **Opt 4**  **Visual Communications for Marketers**  **Marketing Pathway** | **Opt 5**  **Managing Behavioural Change**  **Marketing Pathway** | **Opt 6**  **Channel Management and Routes to Market**  **Marketing Pathway** |
| Credit level (ECTS value) | 20 (10) | 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 | 30:70:00 |
| Assessment method | An electronic page e.g. Mahara submitted as a Moodle assignment | Digital Story with accompanying narrative | Event management portfolio | Individual Portfolio | Exam | Individual coursework |
| Assessment scope | An electronic page allows the individual to make choices about the use of multi-media material. | 3000 words equivalent | Group implementation and management of a live event with individual reflective poster | A2 poster and portfolio of visual artefacts | Time released case study based examination – 1.5 hours | 2,000-word report assessing a manufacturers channel strategy and a 10-minute presentation to the recommended intermediary |
| Semester | 2 | 2 | 2 | 2 | 2 | 2 |
| Assessment week | Week 15 | Week 15 | Week 12-15 | Week 13-15 | Exam period | Week 13-15 |
| Feedback scope | Oral | Oral and written | Oral and written | Oral and written | Written | Oral and written |
| Delivery mode | Standard Blended | Standard Blended | Standard blended | Standard blended | Standard blended | Standard blended |
| Learning Outcomes | Identify, describe and evaluate a creative approach to problem solving evidencing the management of the creative problem solving process | Examine a disciplinary topic within an international setting | Critically evaluate the strategies used by event management organisations in order to differentiate themselves from competitors, in the distinctions among product, service, event marketing, service standards and delivery to its customers | Analyse and critically evaluate visual communication within a marketing context | Critically apply models of behaviour theory in order to assess the extent to which social marketing interventions designed to address specific social issues are effective in securing behavioural change | Critically evaluate a marketing channel scenario using key concepts and theories |
| Choose and justify the use of appropriate tools and techniques for creative problem solving, presenting the outcomes that should show imagination and diversity | Reflect on the impact of the international experience on the ‘self’ | Prepare and produce an integrated event marketing communication plan and implement an actual event | Develop a visual literacy and be able to produce a portfolio of visual artefacts | n/a | Plan a suitable channel management strategy and be able to understand and develop account management techniques and strategies |
| Reflect upon the impact of ‘self’ on the problem solving process and how individual creativity can be achieved | Create a digital story suitable for a range of audiences | n/a | n/a | n/a | n/a |
| n/a | n/a | n/a | n/a | 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🞏 | 1🗹 2🗹 3🗹 4🗹 5🗹 | 1🗹 2🗹 3🗹 4🗹 5🗹 |
| Linked PSRB (if appropriate) | N/A | N/A | N/A | N/A | N/A | N/A |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Level 5** Optional Modules | **Opt 7**  **Retail Operations**  **Marketing Pathway** | **Opt 8**  **Cross-Cultural Management** | **Opt 9**  **Supply Chain Management** | **Opt 10**  **User Experience and Architecture**  **Marketing Pathway** |  |  |
| Credit level (ECTS value) | 20 | 20 (10) | 20 | 20 |  |  |
| Study Time (%) S/GI/PL | 30:70:00 | 30/70/00 | 30:70:00 | 30:70:00 |  |  |
| Assessment method | Individual coursework | individual portfolio | Close book Exam | Individual coursework |  |  |
| Assessment scope | 3,000 word Individual report on chosen retailer | 3000 words | 1.5 hours | 3,000 word report |  |  |
| Semester | 2 | 2 | 2 | 2 |  |  |
| Assessment week | Week 15 | Week 15 | Exam period | Week 14-15 |  |  |
| Feedback scope | Oral and Written | Written | Written | Written |  |  |
| Delivery mode | Standard blended | Standard Blended | Standard blended | Standard blended |  |  |
| Learning Outcomes | Assess the impact of external issues on retailers, and understand how different elements of retail operations contribute towards an exchange with customers | Critically evaluate theories of cultural difference with reference to their impact on international management | Understand modern supply chain management principles and practice, including the evolution of modern supply chain management theory. | Analyse and classify an organisation’s current UX Strategy, identifying their strengths and weaknesses relative to those of their direct competitors |  |  |
| Critically analyse areas of store operations and make recommendations for improvements | Critically evaluate the applicability of management theory to specific cultural contexts. | Discuss and explain the process of supply chain management decision making. | Create a visualisation of the customer journey and develop and recommend appropriate UX strategies within a marketing context for the delivery of products / services to increase market share and sustainability |  |  |
| n/a | Critically evaluate and select appropriate management styles for specific cultural contexts. | Understand and apply appropriate management frameworks which can be used for the planning and control of materials and services, from the viewpoints of quality, quantity and cost analysis. | n/a |  |  |
| n/a | Work effectively as a member of a team and reflect on the process. | Evaluate the range of tools and techniques available to aid efficient and effective Supply chain managerial operations. | n/a |  |  |
| Programme Aim Links | 🗹 2🗹 3🗹 4🗹 5🞏 | 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 | N/A |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level 5 Programme** | | | | | |
| Entry Requirements and pre-requisites, co-requisites & exclusions | Accreditation of Prior Experience or Learning (APEL) | Study Time Breakdown | | | Exit award(s) |
| 120 credits or equivalent at level 4 with evidence of alignment to level 4 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% | Diploma in Higher Education  in the following awards:   * Business (Marketing) * Business (Analytics)   Business (note if a student on BA Business route has selected a diet of modules aligned to particular pathway they will leave with a diploma in that pathway rather than Business) |
| **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) |  | |

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| **Level 6** Core Modules | **Core A**  **Business Process & Systems** | **Core B**  **Integrated Business Research Project** | **Core C**  **E-Business** | **Core D**  **Strategic Marketing Management and Planning**  **Marketing Pathway** | **Core E**  **Business and Economic Forecasting**  **Analytics Pathway** | **Core F**  **International Business**  **Marketing Pathway** |
| Credit level (ECTS value) | 20 (10) | 40 (20) | 20 (10) | 20 | 20 (10) | 20 (10) |
| Study Time (%) S/GI/PL | 30:70:00 | 30:70:00 | 30:70:00 | 30:70:00 | 30:70:00 | 30:70:00 |
| Assessment method | Individual Coursework | Individual Coursework | Individual e-Business Report | Exam | Portfolio (Computer-Based Coursework (50%)  Computer-Based Examination (50%)) | Individual Management Report |
| Assessment scope | 3000 words | Presentation and 6000 project | 3000 words | 1.5 hours Case study exam | 1500 words | 3000 words |
| Semester | 1 | 1 and 2 | 1 | 1 | 2 | 2 |
| Assessment week | Week 15 | Week 28-30 | Week 15 | Week 15 | Week 13-15 | Week 15 |
| Feedback scope | Written | Oral and written | Written | Written | Written | Written |
| Delivery mode | Standard Blended | Standard Blended | Standard Blended | Standard Blended | Standard Blended | Standard Blended |

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| Learning Outcomes | Critically evaluate an existing business process by applying appropriate concepts, theories and methods | Identify, determine and justify a disciplinary-relevant project, including its aims, scopes and objectives | Analyse & classify an organisation’s current E - business Strategy, identifying their strengths and weaknesses relative to those of their direct competitors | Develop a strategic marketing plan to support corporate and marketing objectives | Understand use of forecasting techniques including Linear Regression models for time series | Critique the dominant theories of international business |
| Redesign existing process to achieve well-reasoned benefits | Self-manage research, including managing the supervisory process and reflecting critically on the work undertaken | Develop and recommend effective E – business strategies for the delivery of products and services to increase market share and sustainability | Distinguish marketing management techniques to successfully implement and evaluate the strategic marketing plan | Apply time series analysis to economic and business including large data sets | Evaluate the attributes and impacts of multinational firms |
| Generate a plan for the implementation and evaluation of the new process | To identify and synthesise the relevant conceptual and methodological techniques from the degree programme, using a range of sources and data, applying them to them to a particular topic, case or organisation | n/a | n/a | Use appropriate software to implement forecasting techniques for time series | Assess the impacts of global competition and institutional differences on businesses |
|  | Show and review the results or the project, including drawing appropriate conclusions and recommendations, and assessing their impacts | n/a |  | Use statistical techniques to critically determine the accuracy and validity of forecasts | Construct business model for international expansion |
| Programme Aim Links | 1🗹 2🗹 3🞏 4🗹 5🞏 | 1🗹 2🗹 3🗹 4🗹 5🗹 | 1🗹 2🗹 3🞏 4🗹 5🞏 | 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 | N/A | N/A | N/A |

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| **Level 6** Core Modules | **Core G**  **Decision Support & Predictive Analytics**  **Analytics Pathway** |
| Credit level (ECTS value) | 20 (10) |
| Study Time (%) S/GI/PL | 30:70:00 |
| Assessment method | Individual Coursework |
| Assessment scope | 3000 words |
| Semester | 2 |
| Assessment week | Week 15 |
| Feedback scope | Written |
| Delivery mode | Standard Blended |
| Learning Outcomes | Critical evaluate the need to decision support systems and predictive analytics |
| Critically analyse and prioritise the decision support systems based on machine learning capabilities |
| Create a decision support systems conceptual model based on predictive analytics technique to drive productivity |
| n/a |
| Programme Aim Links | 1🗹 2🗹 3🗹 4🗹 5🞏 |
| Linked PSRB (if appropriate) | N/A |

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| **Level 6**  **Business Professional Practice route modules**  **All core** | **Core A**  **Business Process & Systems** | **Core B**  **Integrated Business Research Project** | **Core C**  **E-Business** | **Core D**  **International Business** | **Core E**  **One Planet Business** |
| Credit level (ECTS value) | 20 (10) | 40 (20) | 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 Coursework | Individual Coursework | Individual e-Business Report | Individual Management Report (70%) 2000 word limit +/- 10% and  15 minute group presentation (30%) | Written Exam (case study based) |
| Assessment scope | 3000 words | 10 minutes Presentation and 6000 project | 3000 words | 3000 words  15 min presentation | 1.5 hours |
| Semester | In line with block delivery schedule | In line with block delivery schedule | In line with block delivery schedule | In line with block delivery schedule | In line with block delivery schedule |
| Assessment week | In line with block delivery schedule | In line with block delivery schedule | In line with block delivery schedule | In line with block delivery schedule | In line with block delivery schedule |
| Feedback scope | Written | Written | Written | Written | Written |
| Delivery mode | Standard Blended | Standard Blended | Standard Blended | Standard Blended | Standard Blended |

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| Learning Outcomes | Critically evaluate an existing business process by applying appropriate concepts, theories and methods | Identify, determine and justify a disciplinary-relevant project, including its aims, scopes and objectives | Analyse & classify an organisation’s current E - business Strategy, identifying their strengths and weaknesses relative to those of their direct competitors | Critique the dominant theories of international business | Critically apply sustainable business models, frameworks and practices in order to evaluate the effectiveness of sustainable business strategies aimed at achieving one planet business performance |
| Redesign existing process to achieve well-reasoned benefits | Self-manage research, including managing the supervisory process and reflecting critically on the work undertaken | Recommend effective E – business strategies for the delivery of products and services to increase market share and sustainability | Evaluate the attributes and impacts of multinational firms | n/a |
| Generate a plan for the implementation and evaluation of the new process | To identify and synthesise the relevant conceptual and methodological techniques from the degree programme, using a range of sources and data, applying them to them to a particular topic, case or organisation | Demonstrate understanding of concepts, theories, frameworks and principles for e – commerce and e – business and their competent use | Assess the impacts of global competition and institutional differences on businesses | n/a |
|  | Show and review the results or the project, including drawing appropriate conclusions and recommendations, and assessing their impacts | n/a | Construct business model for international expansion | 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🗹 | 1🗹 2🗹 3🞏 4🗹 5🗹 |
| Linked PSRB (if appropriate) | N/A | N/A | N/A | N/A | N/A |

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| **Level 6** Optional Modules | **Opt 1**  **Contemporary Global Management Issues**  **Business Pathway** | **Opt 2**  **The Global Manager**  **Business Pathway** | **Opt 3**  **One Planet Business**  **Business & Marketing Pathway** | **Opt 4**  **Business Development**  **Marketing Pathway** | **Opt 5**  **Contemporary Advertising**  **Marketing Pathway** |
| 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 | Individual E-portfolio | Written Exam (case study based) | Practice based portfolio | Individual Portfolio |
| Assessment scope | 3000 words | 3000 words | 1.5 hours | 10 minute presentation (50%) and 2000 word written report (50%) | Mid-semester 2000 maximum words creative report brief  Individual campaign pitch presentation 10 minutes |
| Semester | 2 | 2 | 2 | 2 | 2 |
| Assessment week | Week 15 | Week 15 | Exam period | Week 13-15 | Week 13-15 |
| Feedback scope | Written | Written | Written | Written | Oral and written |
| Delivery mode | Standard Blended | Standard Blended | Standard Blended | Standard blended | Standard Blended |
| Learning Outcomes | Ability to apply conceptual and theoretical material to contemporary global management issues | Identify the key traits of a global manager and analyse the relevance of adapting management styles in today’s rapidly changing global environments | Critically apply sustainable business models, frameworks and practices in order to evaluate the effectiveness of sustainable business strategies aimed at achieving one planet business performance | 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 | 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. |
| Ability to identify selected management issues in a global and international context | Demonstrate an understanding of practical applications of intercultural competency | n/a | n/a | Prepare and deliver an effective contemporary advertising pitch presentation to a professional industry audience |
| Ability to analyse case material relating to management issues beyond national boundaries | Analyse the complexities of global organisations and cultural, ethical and value-based considerations for managers wishing to pursue global strategies | n/a | n/a | n/a |
|  | Undertake a self-audit on to identify skills and competencies and based on audit findings, prepare a development plan | n/a | 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🗹 | 1🗹 2🗹 3🗹 4🗹 5🞏 |
| Linked PSRB (if appropriate) | N/A | N/A | N/A | N/A | N/A |

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| **Level 6** Optional Modules | **Opt 6**  **Cross-cultural Consumer Behaviour**  **Marketing Pathway** | **Opt 7**  **Digital Enterprise**  **Marketing Pathway** | **Opt 8**  **International Marketing Planning**  **Marketing Pathway** |
| 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 Coursework | Individual Coursework |
| Assessment scope | A2 Poster presentations (100%) | 3000 words | 3000 Words |
| Semester | 2 | 2 | 2 |
| Assessment week | Week 13-15 | Week 15 | Week 15 |
| Feedback scope | Oral and written | Written | Written |
| Delivery mode | Standard Blended | Standard blended | Standard Blended |
| Learning Outcomes | Demonstrate an in-depth analysis of key factors influencing consumer behaviour across cultures | Critically evaluate the digital enterprise environment | Prepare solutions for international marketing problems through the application of knowledge and understanding of relevant theory and practices |
| Critically analyse the impact of consumer differences on marketing decisions across cultures and international markets. | Identify a market opportunity and viable creative digital business idea | n/a |
| n/a | n/a | n/a |
| n/a | n/a | n/a |
| 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 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 4 with evidence of alignment to learning outcomes;  120 credits 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/Sandwich Degree in   * Business (Marketing) * Business (Analytics) * Business (note if a student on BA Business route has selected a diet of modules aligned to particular pathway they will leave with an ordinary/honours/sandwich degree in that pathway rather than BA Business) |
| **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:*

Professional Development

Business Foundations

Marketing Foundations

Business Analysis, Methods and Techniques

Business Environment

Consumer Psychology

Understanding Organisation and Organisational Behaviour

Fundamentals of Business Enterprise Systems

Contemporary Business: Practice and Solutions

Business Strategy

Business Operations

Accounting for Business

Business Entrepreneur

Business Intelligence & Analysis

Econometrics

Business Information: The Big Data

Marketing Communications Planning

Event Management

Visual Communications for Marketers

Managing Behavioural Change

Channel Management and Routes to Market

Retail Operations

User Experience and Architecture

Creative Problem Solving

Study Abroad

Business Process and Systems

E-Business

Integrated Business Research Project

International Business

Business and Economic Forecasting

Strategic Marketing Management and Planning

Decision Support & Predictive Analytics

One Planet Business

Business Development

Contemporary Global Management Issues

The Global Manager

Digital Enterprise

Contemporary Advertising

Cross-cultural Consumer Behaviour

Public Relations Planning and Corporate Reputation

International Marketing Planning