

ACADEMIC POLICY & QUALITY OFFICE

PROGRAMME SPECIFICATION

for the award of

Bachelor of Arts (Honours) in Business and Management Practice (Top-up)

Managed by the Oxford Brookes Business School

delivered by Solihull College and University Centre

Date approved:	Date approval confirmed, on recommendation of University validation panel or other authorised body.
Applies to students commencing study in:	September 2019

RECORD OF UPDATES

Date amended*	Nature of amendment**	Reason for amendment**

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Solihull College & University Centre, Blossomfield Road Campus
Language of study:	English
Final award:	BA (Hons)
Programme title:	Business and Management Practice
Interim exit awards and award titles available:	BA (Degree without Honours)
Brookes course code:	SH40
UCAS code:	TBA
JACS code:	N100 Business Studies
HECoS code:	100079
Mode of delivery:	face to face
Mode/s and duration of study:	Full-time (1 year) Part-time (18 months) (Students must complete the programme within a maximum study period 3 years)
QAA subject benchmark statement/s which apply to the programme:	QAA Subject Benchmark Statement for Business and Management (General) revised 2015. Published/archived at: http://www.qaa.ac.uk/en/Publications/Documents/SBS-business-management-15.pdf
Professional accreditation attached to the programme:	None
University Regulations:	The programme conforms to the University Regulations for the year of entry as published/archived at: http://www.brookes.ac.uk/regulations/

SECTION 2: WHY STUDY THIS PROGRAMME?

2.1 RATIONALE FOR/DISTINCTIVENESS OF THE PROGRAMME

- The aim of this Level 6 final year, “top-up” programme is to provide a progression the Foundation Degree (Arts) in Business and Management Practice, route for students who have successfully completed a qualification at Level 5, for example the Foundation Degree (Arts) in Business and Management Practice, or an HND in a Business and Management subject and who wish to achieve a Bachelor of Arts Degree in their local area.
- The programme offers a distinctive active learning approach. Learning involves a range of approaches from seminars, workshops, and discussions to case study analysis and problem-solving activities.
- The distinctive learning approach of this programme is enquiry-based learning, in which business issues and problems are explored in realistic contexts, allowing theory to be examined through interesting and challenging scenarios.
- The curriculum is informed by rigorous academic thinking and practical insight offered through engagement with employers.

2.2 AIM/S OF THE PROGRAMME

The BA (Hons) Business and Management Practice programme is suitable for those who are, or wish to become, professional managers. It is suitable for professional managers from all sectors: private, public and third sector and all sizes of organisation. The programme will benefit individuals who are at the start of their career, as well as existing managers who may already have developed practical experience, but who wish to develop their theoretical understanding of management skills further.

The aim of the programme is to enable graduates to develop an analytical and evidence-based approach to key aspects of business and management in today’s complex international context. Through active learning and enquiry, students exercise initiative and personal responsibility in order to develop the ability to learn independently and to engage in critical enquiry and personal development. A broad awareness of organisational life including knowledge of the business and commercial environments within which all organisations function underpins students’ ability to make decisions in complex and unpredictable contexts.

Graduates gain a broad business education which will equip them for a wide range of successful careers underpinned by sound management knowledge and capabilities. This fosters a knowledge fusion that underpins creativity, professional competence and further academic study.

2.3 STAFFING

The core teaching team is staffed from permanent members of Solihull College & University Centre

Insert web link to college Faculty staff when available.

There are a number of visiting professionals who deliver real life and relevant examples across the different modules and levels. (Confirmation of guest speakers is available in module handbooks).

SECTION 3: PROGRAMME LEARNING OUTCOMES

On successful completion of the programme, graduates will demonstrate the following Brookes Attributes:

3.1 ACADEMIC LITERACY

1. Demonstrate a systematic understanding of how key business functions, processes and structures, and their interrelationships, contribute to business effectiveness.
2. Understand and evaluate the complex and uncertain nature of the global environment, its effects upon the strategic management and direction of business and responses to change.
3. Explore and critically evaluate business, management and leadership processes, concepts and frameworks through analysis of complex and multifaceted business problems from a range of organisational, industrial and international contexts (also in Active Citizenship).
4. Demonstrate an ability to make business and management decisions that show strategic awareness and an ability to analyse and evaluate options that contribute to business policies and strategies.
5. Identify competencies in the leadership and management of organisational activities and processes in a range of contexts.

3.2 RESEARCH LITERACY

6. Examine and deploy a range of business and management research methodologies and techniques, demonstrating an awareness of their role in decision-making and the development of ideas at the forefront of the discipline.
7. Structure, design and apply tools of research, analysis, decision-making and evaluation to a wide range of international scenarios and problems.

3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

8. Develop knowledge of systematic and integrated approaches to the management of people that acknowledge the uncertainty, complexities and interdependencies of management (also in Academic Literacy).
9. Critically evaluate the importance of values, ethics and social responsibility in all aspects of business and personal life (also in Active Citizenship).
10. Demonstrate skills of critical evaluation to devise, substantiate and sustain arguments contributing to decision-making.
11. Demonstrate self-awareness by reflection on continuing personal and professional development including the ability to self-evaluate their performance.
12. Manage, with minimum guidance, own learning, exercising initiative and personal responsibility, can seek and make use of feedback and self-evaluate own work.

3.4 DIGITAL AND INFORMATION LITERACY

13. Employ functional data for the management of risk and uncertainty (also in Academic Literacy).
14. Deploy relevant techniques for the effective financial management of business (also in Academic Literacy).
15. Make effective and efficient use of digital and on-line resources.

16. Make effective and confident use of relevant and appropriate technologies to enhance learning, communication and strategic decision making.
17. Communicate information, ideas, problems and solutions in a professional manner using appropriate media and work effectively online with others using collaborative tools
18. Be confident and flexible in identifying and defining complex problems and the application of appropriate knowledge, tools / methods to their solution (also in Academic Literacy).

3.5 ACTIVE CITIZENSHIP

19. Demonstrate a systematic understanding of the complex and uncertain nature of the global environment, its effects upon the strategic management and direction of business and responses to change.
20. Confront the challenges of international complexity, multiple perspectives and the culturally mediated nature of organisations.
21. Interact effectively within a global team / learning / professional group, recognise, support or be proactive in leadership, negotiate in a professional context and manage conflict.

SECTION 4: CURRICULUM CONTENT & STRUCTURE

4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

The degree programme is designed to be completed in a minimum of one academic year delivered one to two days per week in college, over 24 weeks per year, when taken in the 'full-time' mode of study and a minimum of three semesters when taken in the part time mode of study.

All modules are compulsory.

Full-time

Module No	Module Title	Level	Credits	Pre-requisites	Semester	Assessment
6001	Managing Quality and Risk	6	15		1	Coursework 70% Examination 30%
6002	Managing Marketing Activities	6	15	Introduction to Marketing	1	Coursework 70% Examination 30%
6003	Developing Self and Others	6	15	Personal Development and Developing Management Capabilities	1	Coursework 100%
6004	Work Based Project (Double) OR	6	30	Project Management	1 & 2	Coursework 100%
6005	Dissertation (Double)	6	30	Business Project	1 & 2	Coursework 100%
6006	Strategic Futures, Insight and Design (Double)	6	30	Strategic Management	1 & 2	Coursework 100%
6007	Leading and Managing Change	6	15	Strategic Management	2	Coursework 100%

4.2 PROGRESSION AND AWARD REQUIREMENTS

Progression through the Programme

In order to complete satisfactorily a year of full-time study, a student: must pass at least 90 credits during the year.

In order to complete satisfactorily a year of part-time study, a student: must pass at least 45 credits during the year.

Award

To obtain a BA Honours Degree a student must, within 3 years, pass modules totalling 120 credits at Level 6.

To obtain a BA without Honours, a student must, within 3 years, pass modules totalling 60 credits at Level 6 if progressing from an Oxford Brookes University programme or 90 credits at Level 6 if progressing from a programme at another university.

4.3 PROFESSIONAL REQUIREMENTS

Not applicable.

SECTION 5: TEACHING AND ASSESSMENT

This programme emphasises active learning and facilitative teaching methods through which students are expected to construct their own knowledge and understanding by engaging in supported processes of enquiry, often carried out in small groups so giving opportunity for frequent and informal feedback. It also encourages a participative approach to learning including collaborative learning and peer review.

The programme emphasises the exploration of business and management issues and problems that are set in realistic contexts, which allows theory to be explored through interesting and challenging situations, thus marrying critical enquiry with practical insights. Students are at the centre of the learning process, making their own connections between ideas. Synthesis is encouraged with enquiries involving the integration of knowledge from multiple subject areas.

5.1 TEACHING AND LEARNING STRATEGIES

Throughout the programme, teaching and learning strategies acknowledge and encourage a range of learning styles. The programme aims to provide a balance between provision of information and opportunities to assimilate actively, apply, question, debate and reflect critically. Teaching and learning strategies:

- introduce and encourage students to engage in new areas of knowledge while also giving them the opportunity to broaden and deepen their existing knowledge;
- encourage students to engage in critical analysis of concepts, theories and practice and to test their analysis against received understandings and practices;
- provide the opportunity to acquire practical experience in a range of activities relevant to students' roles in the business environment from empirical research to presenting their findings;
- encourage students to engage in critical reflection of self, others and business and management practice.

5.2 TEACHING AND LEARNING METHODS

Throughout the programme, students are given opportunities to:

- participate in lectures, seminars and workshops which develop their knowledge and understanding of issues related to their role in the business environment;
- work in groups to examine and discuss issues;
- work with a wide range of practical resources, including appropriate computer hardware and software
- use e-learning as a tool to support their learning;
- participate in 1:1 tutorials; and
- undertake projects to benefit their employers and their own professional development.

The programme acknowledges the importance of student engagement and involvement both within and outside the formal classroom. The methods with which such engagement is developed include: student-centred, active learning pedagogies (e.g. enquiry based learning, collaborative activity, peer review); assessment and feedback processes; the development of a more personal and relational learning environment; and enhanced opportunities for student and staff interaction.

5.3 TEACHING AND LEARNING SUPPORT

The Programme Lead ensures the programme runs smoothly, as well as supporting the students through regular and structured meetings throughout the programme to review progress and get help with academic development. The Module Tutors provide academic tutoring and answer subject queries during modules.

An induction programme is provided before teaching begins in the first semester, providing the opportunity to meet fellow students outside the classroom situation. It also introduces the philosophy of the programme, the rationale for its design and delivery, and provides insight into what is expected of students.

A number of people are available to support, guide and assist personal development during the programme. The Programme Leader and the Personal Tutor work as a team to ensure the programme runs smoothly. The Module Leaders and Module Tutors provide academic tutoring and answer subject specific queries during modules. Each student is invited to regular and structured meetings throughout the programme to review progress and get help with academic development. College Support Services can provide one-to-one support, advice and guidance on a range of issues, such as personal and family problems, disability or sickness, learning difficulties and money worries. As enrolled students of Oxford Brookes, students have access to all University's support and disability services, including the Students' Union and Careers and Employment Centre

Students are also entitled to access the support offered at Oxford Brookes:

<https://www.brookes.ac.uk/students/upgrade/>
<https://www.brookes.ac.uk/students/wellbeing/dyslexia-spld/>
<https://www.brookes.ac.uk/students/wellbeing/disability/>

Handbooks are available for both the programme and for each individual module. The module handbook includes:

- Contact details of the module leaders and tutors
- Specific content and learning outcomes
- Week by week topics and activities
- Details of required class preparation
- Recommended and required reading
- Coursework assessment including the task, learning outcomes, assessment criteria and deadlines.

The College Careers Service offers guidance on career planning as well as practical advice on CV writing, mock interviews and assessment centres, tutorials and careers counselling. This service is provided through scheduled in-class tutorials or planned one to one sessions. The Programme Leader informs students of scheduled Career Fairs and graduate placement opportunities.

5.4 THE DEVELOPMENT OF BROOKES ATTRIBUTES

5.4.1 ACADEMIC LITERACY

To underpin their future careers in business and management, students need skills of critical thinking informed by relevant theoretical perspectives to make effective decisions in the context of the uncertain and rapidly changing business environment. Consequently, the distinctive learning approach of this programme is enquiry-based learning that underpins the development of the intellectual skill of critical enquiry and encourages active engagement with the discipline. At Level 6 the Strategic Futures, Insight and Design and Developing Self and Others modules, develop students' autonomous learning skills and skills of synthesis.

5.4.2 RESEARCH LITERACY

Research Skills are embedded and developed through the Business Project during the Foundation Degree at Level 5. Students have the opportunity to develop and apply these skills through completing a Dissertation at Level 6. The application of research tools, analysis, argument, debate, evaluation and

decision-making to a wide range of contemporary strategic business scenarios is required to complete most of the assignments in this degree at Level 6.

5.4.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

At Level 6 Developing Self and Others uses critical reflection and evaluation, with a view to positively impacting academic and work performance and the attainment of future career positions.

5.4.4 DIGITAL AND INFORMATION LITERACY

E-learning is used as a tool to support learning in a variety of ways. A blended learning approach on all compulsory modules is supported by use of Moodle for virtual lectures, plus online resources and activities. The development of students' digital literacies, including skills in online communication and collaboration, begins during the Foundation Degree and is developed further during the Top-Up, particularly in Leading and Managing Change. In terms of information literacy, the focus is on developing students' skills in selecting relevant information and data and synthesising and integrating that information for decision making.

5.4.5 ACTIVE CITIZENSHIP

The programme's aim is that students develop a deep understanding of the complexities of the global business environment and the skills to manage that complexity, including consideration of the intercultural issues relating to management. At Level 6 it is embedded across the range of compulsory and alternative compulsory modules.

5.5 HOURS OF STUDY

Contact hours comprise a mix of lectures (including guest speakers as well as more theory-based material), seminars, workshops and tutorials. The students' approach to enquiry is supported and structured through, for example, in-class exercises, debates, discussions and case study analysis, during their contact hours. In general, a single module (15 CATS credits) comprises 150 hours of study including 24 hours contact time (lectures, seminars/workshops) and 126 hours of guided learning (reading, coursework preparation, revision etc).

5.6 ASSESSMENT

The degree programme's overarching aim regarding assessment is to use assessment to both measure student achievement and to promote student learning and engagement. Within this, the programme seeks to implement a programme focused assessment strategy to achieve four main objectives:

- i. Firstly, the reduction of assessment pressure points and consequent stress on both staff and students.
- ii. Secondly, to enhance student engagement and ability to make informed judgements on their own work.
- iii. Thirdly, to enhance student progression and achievement of programme learning outcomes through the provision of effective feedback and feed forward.
- iv. Finally, through diligent adherence to Business School and University quality assurance policies and procedures and critical self-evaluation of the programme's learning, teaching and assessment processes to ensure (within pragmatic limits) the assessment of student learning is both valid and reliable and does not unfairly disadvantage any student.

5.7 OXFORD BROOKES ASSESSMENT COMPACT

In line with the Brookes Assessment Compact (at <http://www.brookes.ac.uk/aske/brookes--assessment-compact/>) the objectives outlined in 5.6 are met through:

- An assessment schedule developed and agreed by the programme showing assessment load, type and balance across compulsory modules;
- The identification and mapping of the key learning outcomes, graduate attributes and transferable skills within the programme structure.
- An enquiry-based pedagogy to enhance student engagement, embed good study habits and

inform teaching practice.

- Enhanced formative assessment to allow for practice and rehearsal of literacies and skills as well as unfamiliar assessment methods.
- Feedback strategies that promote the active engagement of students with their feedback and where feed-forward opportunities are explicitly articulated.

Feedback on students' work is provided in a range of ways at various times throughout this programme, and different feedback serves slightly different purposes. Feedback is designed to support students' learning and help them to improve subsequent work, and they are encouraged to make good use of all feedback provided. Feedback is available throughout the modules not just on formally assessed tasks. It is provided on students' work and contribution in class, on the formal assessment tasks and in 1:1 tutorials with academic staff.

5.8 ASSESSMENT REGULATIONS

The assessment regulations conform to Oxford Brookes University's academic regulations for BA (Hons) degree programmes at <http://www.brookes.ac.uk/regulations/current/specific/b2/>

Please refer to the programme handbook for full details of the specific programme regulations for this programme.

SECTION 6: ADMISSION TO THE PROGRAMME

6.1 ENTRY REQUIREMENTS

This programme adheres to Oxford Brookes' policy for the accreditation of prior learning. This policy will be considered where that prior learning maps to specific requirements of the BA (Hons) Business and Management Practice programme.

For Admission with Credit to the Top-Up programme:

Students must have completed an appropriate programme to be eligible to apply for the final year, Level 6, entry to the BA (Hons) Business and Management Practice at Solihull College. These include:

- A Foundation Degree in Business and Management Practice awarded by Oxford Brookes University, successfully gaining 240 CATS credits.
- A Foundation Degree in Business and Management or related disciplines in Business awarded by another university, successfully gaining 240 CATS credits subject to individual credit rating by Oxford Brookes University.
- A Higher National Diploma from another institution, successfully gaining 240 CATS credits with Merit Profile at Level 5 of the Business and Management QAA Benchmarks, subject to individual credit rating by Oxford Brookes University.

Please also note that:

Students who have completed 240 CATS credits at Levels 4 and 5 at another institution within or outside the UK may be considered, subject to individual credit rating by Oxford Brookes University and may be required to pass one or two bridging modules at the College before they can enter the final year.

English Language Requirements

Applicants whose first language is not English, must also demonstrate that their level of English is acceptable by achieving a score in a recognised test such as:

- British Council IELTS: 6.0 overall with a minimum of 6.0 in the Reading and Writing components; and a minimum of 5.5 in Listening and Speaking components (the IELTS qualification should not be more than two years old at time of application).

The University's English language requirements can be found at

<http://www.brookes.ac.uk/international/how-to-apply/undergraduate/undergraduate-entry-requirements/>

6.2 DBS AND OTHER PRE-COURSE CHECKS REQUIRED

Not applicable.

SECTION 7: PREPARATION FOR EMPLOYMENT

The College has established strong links with locally-based international companies such as Cogent Elliott, Arup, Jaguar Land Rover, Birmingham Airport, John Lewis and the NEC Group, and graduates have employment opportunities with them. The programme provides students with the chance to develop skills, understanding and personal attributes valued by employers and leading to employment in management in business sectors such as sales, finance, human resources and marketing. The flexible timetable enables students to remain in employment while undertaking the programme and after graduation many students progress their careers within these companies.

The College's links with employers ensure that teaching is relevant to business today and also provides students with opportunities to get real-world experience. Many employers sit on advisory panels for curriculum developments and their comments help to ensure that the programme continues to be relevant to today's business world.

Solihull College has strong links to the Greater Birmingham and Solihull Local Enterprise Partnership (GBSLEP) and fully supports its key priority skills areas. These links are via the Solihull Employment and Skills Board (ESB) where the College is a board member.

The BA (Hons) Business and Management Practice programme design incorporates the opportunity for students to learn first-hand from high-profile guest speakers who are at the forefront of their field. These experts are invited to the College to share their experiences, including the latest developments in industry, through lectures, seminars and even master classes. Work-based learning is the central and integrating element of the programme and academic knowledge and understanding are reinforced by the development of professional competences. Most assessment requires students to draw upon their experience at work and carry out research into business and management within their organisation.