

ACADEMIC POLICY & QUALITY OFFICE

PROGRAMME SPECIFICATION

for the award of

BA (Hons) Business and Enterprise

Managed by the Oxford Brookes Business School

delivered by City of Oxford College (Part of Activate Learning)

Date approved:	Date approval confirmed, on recommendation of University validation panel or other authorised body.
Applies to students commencing study in:	September 2017.

RECORD OF UPDATES

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

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	City of Oxford College Oxford City Centre Campus (Part of Activate Learning)
Language of study:	English
Final award:	BA (Hons)
Programme title:	Business and Enterprise
Interim exit awards and award titles available:	BA (without Honours Degree) - exit award only
Brookes course code:	CV22A - BA (Hons) Business and Enterprise CV22B - BA Business and Enterprise (Exit award only)
UCAS code:	To be confirmed
JACS code:	N100 Business Studies
HECoS code:	101221
Mode of delivery:	face to face
Mode/s and duration of study:	Full-time (1 year) Part-time (2 years) (Students must complete the programme within a maximum of three 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 and Enterprise and Entrepreneurship, revised 2012. Published/archived at: http://www.qaa.ac.uk/en/Publications/Documents/enterprise-entrepreneurship-guidance.pdf
Professional accreditation attached to the programme:	Not applicable
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 BA (Hons) 'top up' in Business and Enterprise provides a practical business education for entrepreneurial students who wish to further their knowledge of Business and Enterprise which will open up routes into postgraduate study, graduate jobs or growing their own businesses. Designed in cooperation with and supported by employers, the programme has a strong focus on employability skills appropriate to the workplace. This is a Level 6, Final Year BA (Hons) Business and Enterprise programme which builds on the learning achieved in the Foundation Degree Business and Enterprise (or equivalent).

The programme has been designed to further students' knowledge of business and enterprise and of good business management practice. The programme also includes a requirement to complete a Dissertation or an equivalent work based learning research project which will prepare students for postgraduate study.

The modules are focussed on the role of entrepreneurs within the business community and students are equipped to be entrepreneurs within an existing business organisation or with the skills to develop their own business. The flexible timetable enables students to remain in employment while undertaking the programme.

2.2 AIM/S OF THE PROGRAMME

The aim of the programme is to support and develop students for careers in the area of Business and Enterprise. It has been developed in a way which explores each of these two strands progressively, whilst maintaining a holistic view of business within various contexts.

The **Business** strand introduces students initially to the scope and functions of business and gradually develops their understanding of the internal and external environment in which businesses operate.

The **Enterprise** strand takes basic enterprise concepts and theories to a contemporary and practical level and equips students in establishing and developing businesses.

It is designed with the underlying principle of blending critical enquiry with practical insight. It provides graduates with the knowledge, skills and attributes appropriate for effective, ethical management roles. The programme cultivates creative and entrepreneurial approaches and enables students to recognise and fulfil their potential. An example of this is the unique offering of module 307 – Enterprise and Entrepreneurship Project (WBL). This Work Based Learning module which allows students to achieve the learning milestones of the final year whilst engaging in a business start-up. The Business and Enterprise programme design recognises that some of our entrepreneurs may feel ready to embark on their business start-up before they have reached the end of their degree. On completion of the programme graduates will have developed the intellectual capacity to gather and evaluate information and use it for effective decision-making, as well as the ability to manage their ongoing personal and professional development.

2.3 STAFFING

The core teaching team is staffed from permanent members of City of Oxford College.

There will be a web link to college Faculty staff when available. An indicative list of permanent staff with the relevant expertise is shown below:

Ben Melluish: Programme Leader with experience in Business and Enterprise, delivering Foundation degree in Business and Enterprise to level 5 (educated to Level 7)

Kelvin Russell: Teaching experience in Business and Enterprise, delivering Foundation degree in Business and Enterprise to level 5 (educated to Level 7)

Karen Freeman: Project Manager and Business specialist, delivering BTEC to level 3 (educated to Level 7)

Louise Williams: delivering Foundation degrees to level 5 and BA (Hons) degree in Creative Arts to Level 6 (educated to Level 7)

Bill Hunt: delivering HND/C's, Foundation degrees to level 5 and BA degree to Level 6 (educated to Level 7)

There will also be a number of visiting professionals who will deliver real life and relevant examples across the different modules and levels. (Confirmation of guest speakers will be made in the final programme and 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 organisational functions, processes and structures, and their interrelationships, contribute to organisational effectiveness in early stage and developing organisations.
2. Understand the components of entrepreneurial effectiveness in the context of start-ups, small businesses and social enterprises working within the complex and uncertain global environment.
3. Explore and critically evaluate entrepreneurial capability and the notion of an entrepreneurial mind-set in a range of contexts.
4. Critically evaluate the social and economic role of entrepreneurship

3.2 RESEARCH LITERACY

5. Examine and deploy a range of innovative, creative and traditional research methodologies and networks to identify opportunities.
6. Structure, design and apply tools of research, analysis and decision-making to evaluate opportunities and risks.
7. Identify the potential value of ideas and mechanisms for their protection.

3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

8. Demonstrate enterprising behaviours, skills and attributes such as the ability to seek out and act on opportunity, manage projects independently, persevere in challenging situations and to use social skills to build trust, relationships and networks.
9. Articulate a critical awareness of their own entrepreneurial mind-set, including ambition and goals, motivations, tolerance of uncertainty and personal values including ethical, social and environmental.
10. Demonstrate independent responsibility for managing their own learning, exercising initiative and personal responsibility and making use of feedback and self-evaluation.
11. Evaluate issues and make decisions in situations of ambiguity, uncertainty and risk.

3.4 DIGITAL AND INFORMATION LITERACY

12. Employ functional data for the management of risk and uncertainty.
13. Deploy relevant techniques for the effective financial management of business.
14. Make effective and efficient use of digital and on-line resources to enable appropriate collaboration and communication.

3.5 ACTIVE CITIZENSHIP

15. Demonstrate a systematic understanding of the complex and uncertain nature of the global and local social and economic environments, their effects upon the strategic management and the direction of business change.
16. Interact effectively within diverse teams and networks in ways that provide support and/or leadership.
17. Demonstrate a willingness to engage in business activities in ways that demonstrate active citizenship.

SECTION 4: CURRICULUM CONTENT & STRUCTURE

4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

The programme is designed to be completed in a minimum of one academic year when taken in the full-time mode of study and two academic years when taken in the part-time mode of study.

Full-time

Code	Module Title	Semester	Credits	Level	Status	Coursework: Exam ratio
Year 1						
BE301	Dissertation OR	1 & 2	30	6	Alternative Compulsory	100% Coursework
BE307	Enterprise and Entrepreneurship Project (WBL)	1 & 2	30	6	Alternative Compulsory	100% Coursework
BE302	Entrepreneurial Business Management	1 & 2	30	6	Compulsory	100% Coursework
BE303	Managing Quality and Risk	1	15	6	Compulsory	100% Coursework
BE304	Enterprise Awareness, Evaluating Opportunities and Creativity	1	15	6	Compulsory	100% Coursework
BE305	Managing Careers	2	15	6	Compulsory	100% Coursework
BE306	Strategic Management	2	15	6	Compulsory	60% Examination 40% Coursework

Part-time

Code	Module Title	Semester	Credits	Level	Status	Coursework: Exam ratio
Year 1						
BE302	Entrepreneurial Business Management	1 & 2	30	6	Compulsory	100% Coursework
BE304	Enterprise Awareness, Evaluating Opportunities and Creativity	1	15	6	Compulsory	100% Coursework
BE306	Strategic Management	2	15	6	Compulsory	60% Examination 40% Coursework
Year 2						
BE301	Dissertation OR	1 & 2	30	6	Alternative Compulsory	100% Coursework
BE307**	Enterprise and Entrepreneurship Project (WBL)	1 & 2	30	6	Alternative Compulsory	100% Coursework
BE303	Managing Quality and Risk	1	15	6	Compulsory	100% Coursework
BE305	Managing Careers	2	15	6	Compulsory	100% Coursework

****Module BE307 Enterprise and Entrepreneurship Project (WBL) – Additional Information****Introduction**

Our programme design recognises that some of our entrepreneurs may feel ready to embark on their business start-up whilst they are studying; under close supervision by our programme team, students at a suitable point in their business proposal, may be granted permission to transfer onto the Enterprise and Entrepreneurship Project (WBL) which allows students to achieve the learning milestones of the final year whilst engaging in a business start-up. This module aims to allow students to evidence learning

outcomes related to the development of a new business proposal and detailed research into a related business topic.

The nature of a business start-up in this context is designed to encompass business pre-launch, proof of concept, funding, launch, and / or growth, and any combination thereof. In addition, it can be a sole trader, partnership, limited liability company, or a company founded by someone other than the student. Finally, it may be for profit, not-for-profit, a social enterprise, community development project, or charity

Acceptance on to Module 307

To be accepted onto Enterprise and Entrepreneurship Project (WBL) (Module 307) you need to obtain written agreement from your Programme Lead. To achieve this, you will need to submit an indication of the scope of your project to your Programme Lead in advance of commencing level 6 study.

Timing

For students progressing from the FdA in Business and Enterprise through Activate Learning discussions around study choices will happen during week 9 of semester 2. Upon receipt of an application from a direct entry applicant onto the BA (Hons) Business and Enterprise 'top up' degree students would be interviewed and will receive information, advice and guidance relating to the alternative compulsory modules.

In order to provide sufficient time for students to prepare for either the Dissertation Module (301) or the Enterprise and Entrepreneurship Module (307), students will need to have a proposal submitted to the appropriate Module Leader by the end of week 4 of the first semester. For the Enterprise and Entrepreneurship Module (307) students will receive formative feedback by the end of week 2 and will receive advice and guidance on both options to aid their decision-making.

Important Note

The role of Activate Learning in the context of Module 307 and your business start-up value proposition is to provide academic guidance and advice in supporting you to achieve your potential in the module.

They do not act as business advisors or consultants and cannot be held liable for any failures or otherwise within your business. It should be noted that even if your business were to fail it would still be possible to gain full academic credits through the learning experience.

4.2 PROGRESSION AND AWARD REQUIREMENTS

Progression through the Programme

240 credits at level 4 and 5 are provided by APL from the Oxford Brookes Foundation Degree in Business and Enterprise (or equivalent qualification).

Award

To obtain a BA Honours Degree, a student must, within 3 years of first registering, achieve 120 credits at level 6 in addition to the 240 credits (at levels 4 and 5) gained via their Oxford Brookes Foundation Degree in Business and Enterprise (or equivalent qualification).

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, but are unable to complete the full Honours programme of study within 3 years of first registering.

4.3 PROFESSIONAL REQUIREMENTS

Not applicable.

SECTION 5: TEACHING AND ASSESSMENT

5.1 TEACHING AND LEARNING STRATEGIES

Overall, the programme favours active learning approaches such as seminar and workshop activities, discussions and problem solving activities rather than a more transmission-based approach focused on lectures and note-taking.

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.

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;
- compile portfolios;
- 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 existing or potential employers and their own professional development.

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.

Study skills support is provided by an Upgrade service offered by the Programme Lead which provides bookable tutorials and a drop-in session.

Further information on the wide range of support offered by Student Services at City of Oxford College can be found in the Activate Learning Higher Education Student Handbook.

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.

Students are expected to find their own employment and volunteering opportunities, however the College Careers Service will provide support in searching and applying for roles, CV construction and development of employability skills.

5.4 THE DEVELOPMENT OF BROOKES ATTRIBUTES

5.4.1 ACADEMIC LITERACY

To underpin their future careers, 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.

5.4.2 RESEARCH LITERACY

Students have an opportunity to develop and apply research skills throughout the programme. There is increased emphasis on more advanced information literacy and research skills to develop an independent learning approach leading to the Dissertation. Students are encouraged to engage with key debates relevant to contemporary practice in both practical and written forms of their work. The application of research skills is required to complete most of the module assessments.

5.4.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

Opportunities are provided throughout the programme for students to engage in processes of evaluation and critical assessment of their own work and that of others. Modules such as Enterprise Awareness, Evaluating Opportunities & Creativity require students to work collaboratively and to engage with and manage their learning as part of a team.

5.4.4 DIGITAL AND INFORMATION LITERACY

A blended learning approach is supported by use of Activate Learning Online (ALO) to provide online resources and activities. The development of students' digital literacies, including skills in online communication and collaboration will be examined in the Entrepreneurial Business Management module. 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 in the Strategic Management module. The diverse nature of the student cohort coupled with differing levels of previous work experience means that throughout the degree the student's daily experience involves the need to recognise and develop practices which respect the culture and values of others. Ethics are addressed throughout the programme, and particularly in the Dissertation.

5.5 HOURS OF STUDY

Students who are following the full-time programme are expected to attend College for approximately 7.5 hours per week over 1 academic year. Students who are following the part-time programme are expected to attend College for approximately 4 hours per week over 2 academic years.

A typical 15 credit single module comprises 150 hours of study and includes 24 hours of contact time in the form of seminars and workshops and 126 hours of guided independent study and preparation for assessments.

5.6 ASSESSMENT

The pattern of assessment is based on the aims, learning outcomes and rationale of the programme. Thus assessment is concerned particularly with the development and demonstration of students' knowledge and understanding and their academic development.

Assessment methods have been developed to reflect the work-based requirements of the programme and include case studies, reports and a development plan. A variety of methods of assessment are used within the programme appropriate to the topic of study, including coursework assignments, examinations and presentations. Some modules consist of more than one method of assessment.

There are four single and one double module in the programme, all compulsory and two alternative compulsory double modules.

The programme is reviewed annually so details of assessment are subject to change.

5.7 OXFORD BROOKES ASSESSMENT COMPACT

In line with the Brookes Assessment Compact (at <http://www.brookes.ac.uk/aske/documents/BrookesAssessmentCompact09.pdf>), 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 Level 6 Top-Up Regulations: <https://www.brookes.ac.uk/regulations/current/specific/b1/>

To qualify for the award of a Bachelors Degree with Honours, a student must, within 3 years of first registering, achieve 120 credits at level 6 in addition to the 240 credits (at levels 4 and 5) gained via their foundation degree qualification or equivalent. An without Honours degree is available as an exit award for students who pass 60 credits at level 6 if progressing from an Oxford Brookes programme or 90

credits if progressing from a programme at another university, but are unable to complete the full Honours programme of study within 3 years of first registering.

The overall Honours degree classification will be decided in accordance with the table below, based on the average of the modules marks for all eight module credits taken on the Top-Up programme.

Class of Honours	Minimum Average
First	70%
Upper second	60%
Lower second	50%
Third	40%

NB. Averages are truncated, not rounded up. In calculating a student's final average, marks for double modules are counted as two identical single marks.

SECTION 6: ADMISSION TO THE PROGRAMME

6.1 ENTRY REQUIREMENTS

Entrants to the programme should normally meet one of the following sets of requirements:

EITHER

- a Foundation Degree (Arts) in Business and Enterprise awarded by Oxford Brookes University, achieving 240 credits and normally a minimum of 55% grade average achieved at Level 5

OR

- A Foundation Degree (Arts) in a Business related subject / Higher National Diploma in Business (Merit Profile). Subject to agreement of prior learning and meeting pre-requisite module requirements (including Research Skills and Strategic Management at Level 5)

The Foundation Degree is located at level 5 of the Framework for Higher Education Qualifications, as is the Diploma of Higher Education (DipHE). However, because of the requirement for the inclusion of significant amounts of work-based learning in a Foundation Degree programme, the learning outcomes achieved by these graduates may not be exactly equivalent to levels 4 and 5 of an Honours degree. Foundation Degree graduates may therefore be required to undertake a bridging programme to ensure they meet the academic requirements for progression to level 6 study. Any bridging programme must be specified and approved through the Foundation Degree approval process.

As a general rule, the additional programme of study (120 credits at level 6) required to qualify for a Bachelors Degree with Honours should allow students to graduate within a further 15 months of full time study or 30 months of part time study (including any bridging requirements).

Applicants are interviewed and may be required to undertake numeracy and literacy tests as part of the assessment by the College, to ensure that they possess the appropriate attributes to succeed on the programme.

Applicants are required to state whether they will be opting for the Dissertation (BE301) or the Enterprise

and Entrepreneurship Project (WBL) (BE307) prior to being interviewed. A business proposal would need to be submitted for discussion at interview for students wishing to opt for module BE307.

Full-time students apply through UCAS whereas part-time students apply directly through the Activate Learning website at <http://www.activatelearning.ac.uk/university-level/university-level-programmes>

Admission with Credit

Applicants with prior certificated or experiential learning may be admitted. Applications for the award of credit must be made in writing following discussion with the College Course Leader and the University Liaison Manager. Documentary evidence will be required in support of the application.

Students who have completed 240 CATS credits at Levels 4 and 5 (usually achieving at least a 55% grade average over the Level 5 modules) 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 BA (Hons) programme.

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: normally minimum Level 6.0 overall with a minimum of 6.0 in the reading and writing 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

Graduates of the programme will be able to recognise differing needs of diverse organisations; they will have functional knowledge, understanding and the ability to apply these in practice. Ultimately they are well placed to become effective, confident, reflective and enterprising Business managers.

The Business and Enterprise sector is buoyant, particularly in Oxfordshire and as such offers graduates a wide range of opportunities. Graduates are able to fit into a number of different functions including organisational and planning roles, or practical team leadership roles. Graduates of Business & Enterprise are attractive to potential employers as they are organised, good communicators, creative and proactive. Students are also introduced to the skills of entrepreneurship management, potentially enabling them to start their own businesses.

Academic knowledge and understanding are reinforced by the development of vocational skills. The programme comprises a range of work-based tasks and activities related specifically to aspects of entrepreneurship within the workplace. Students will also develop the business and enterprise skills to work effectively in small and early-stage business ventures, to create self-employment opportunities and employment for others.

Students' employability skills are developed through engagement with external organisations. Contact with potential employers is central to the programme and includes:

- Guest speakers
- Voluntary and/or paid employment throughout the programme, culminating in a portfolio of practical experience

Graduates of the programme will be able to recognise differing needs of diverse organisations; they will have functional knowledge, understanding and the ability to apply these in practice. Ultimately they are well placed to become effective, confident, reflective and enterprising Business managers.