



**Bournemouth
University**

BOURNEMOUTH UNIVERSITY BUSINESS SCHOOL

BUSINESS & MANAGEMENT FRAMEWORK

BA (Hons) Business and Management (Top-up)

PROGRAMME SPECIFICATION

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ABBREVIATIONS

ACCA	- Association of Chartered Certified Accountants
AGR	- Association of Graduate Recruiters
APM	- Association for Project Management
B&M	- Business and Management (Framework)
BA BM	- Bachelor of Arts (Hons) in Business Management
BA BS	- Bachelor of Arts (Hons) in Business Studies
BA IBC	- Bachelor of Arts (Hons) in International Business Communication
BA IBM	- Bachelor of Arts (Hons) in International Business Management
BUBS	- Bournemouth University Business School
BU	- Bournemouth University
CAS	- Common Academic Structure
CIHE	- Council for Industry and Higher Education
CIM	- Chartered Institute of Marketing
CIMA	- Chartered Institute of Management Accountants
CIPD	- Chartered Institute of Personnel and Development
CMI	- Chartered Management Institute
DLHE	- Destinations of Leavers of Higher Education
FHEQ	- Framework for Higher Education Qualifications
GTA	- Guernsey Training Agency
HE	- Higher Education
HEA	- The Higher Education Academy
HEFCE	- Higher Education Funding Council for England
HRM	- Human Resource Management
ICAEW	- Institute of Chartered Accountants of England and Wales
IELTS	- International English Language Testing System
ILM	- Institute of Leadership and Management
JACS	- Joint Academic Coding System
KIS	- Key Information Sets
OB	- Organisational Behaviour
QAA	- The Quality Assurance Agency for Higher Education
SSR	- Staff: Student Ratio
UG	- Undergraduate
WP	- Widening Participation

1 BASIC FRAMEWORK / PROGRAMME DATA

Originating institution(s)	Bournemouth University
Award(s) and title(s)	BA (Hons) Business & Management
UCAS Programme Code(s)	Direct entry applications only
HESA JACS (Joint Academic Coding System) Code(s) per programme/pathway	N190
External reference points(s)	The UK Quality Code for HE: Chapter A1: The National Level (incorporating the Framework for HE Qualifications (FHEQ) in England, Wales and Northern Ireland) (QAA, 2011) Chapter A2: The subject and qualification level (QAA, 2011) General Business and Management Subject Benchmark Statement (QAA,2077) Foundation Degree Qualification Benchmark (QAA 2010)
Professional, Statutory and Regulatory Body (PSRB) links	None
Place(s) of delivery	Bournemouth University
Mode(s) of delivery	Full-time, Part-time
Credit structure	120 credits at Level H (60 ECTS)
Duration	1 year full-time, 2 years part-time
Date of original approval(s)	1993 as BA (Hons) Business Studies – Top-up 1998 as BA (Hons) International Administration 1998 as BA (Hons) Business and Management
Date of first intake	September 2003 and revised August 2004
Student numbers	Minimum 20/Maximum 80/ Optimum 57
Placements	N/A
Partner(s) and model(s)	N/A
Date and version number of this Programme Specification	February 2021 v4.8-0921

UG Review 2012-13 – E1213213
P141516 ; P141518 : P141519 ; P141528
BS141503 : BS141504 : NM141508
P1516 01, approved 27/01/16, previously version 4.2
FM151611, approved 23/03/2016. Previously version 4.2
P1516 03, 16/03/16, previously version 4.2
NM 1617 02, approved 15th September 2016
FM 1617 03, approved 16/11/16. Previously version 4.3
FM 1718 03, approved 09/01/2018. Previously version 4.4
FM 1819 17, approved 01/06/2019, previously v4.5

2 AIMS OF THE DOCUMENT

The aims of this document are to:

- Define the structure of the BA (Hons) Business and Management Level H Top-Up (BA BAM) programme and its place within the Business and Management (B&M) Undergraduate Framework;
- Identify the programme Intended Learning Outcomes (ILOs);
- Articulate the regulations governing the awards offered through this programme.

3 PROGRESSION ROUTES

The programmes listed below have formally agreed progression arrangements with the Business Studies set of programmes. In order to take advantage of exciting new approaches to learning and teaching, as well as developments in industry, the current, approved Articulation/Recognition/Progression route(s) for this/these programme(s)/framework may be subject to change. Where this happens, students will be informed and supported by the Business School as early as possible.

3.1 Internal Progression

Students who have successfully completed the following FdA Business and Management programmes with minimum Level I aggregate of 55% and have been awarded 240 Credit, will be eligible to progress with advanced standing to the BA (Hons) Business and Management (Top-up) programme:

- FdA Business and Management, Bournemouth and Poole College (BPC)
- FdA Business and Management, University College Yeovil (UCY)

3.2 Recognition

Recognition arrangements provide formally approved entry or progression routes through which students are eligible to apply for a place on a programme leading to a BU award. Recognition does not guarantee entry onto the BU receiving programme only eligibility to apply. In some cases, additional entry criteria such as a Merit classification from the feeder programme may also apply. Please see the Recognition Register (I:\Academic Services\Collaborative\Recognition arrangements\MASTER Recognition Register.xlsx) for a full list of approved Recognition arrangements and agreed entry criteria.

In order to take advantage of exciting new approaches to learning and teaching, as well as developments in industry, the current, approved Articulation/Recognition/Progression route(s) for this programme may be subject to change. Where this happens students will be informed and supported by the Faculty as early as possible.

4 ACADEMIC AND PROFESSIONAL CONTEXTS

4.1 Overview

The BA (Hons) in Business and Management (Top Up) programme constitutes a core part of the Business and Management Undergraduate Framework that also includes BA (Hons) Business Studies, BA (Hons) International Business and Management (online), and BA (Hons) International Business Communication (Top Up) (Fig.1).

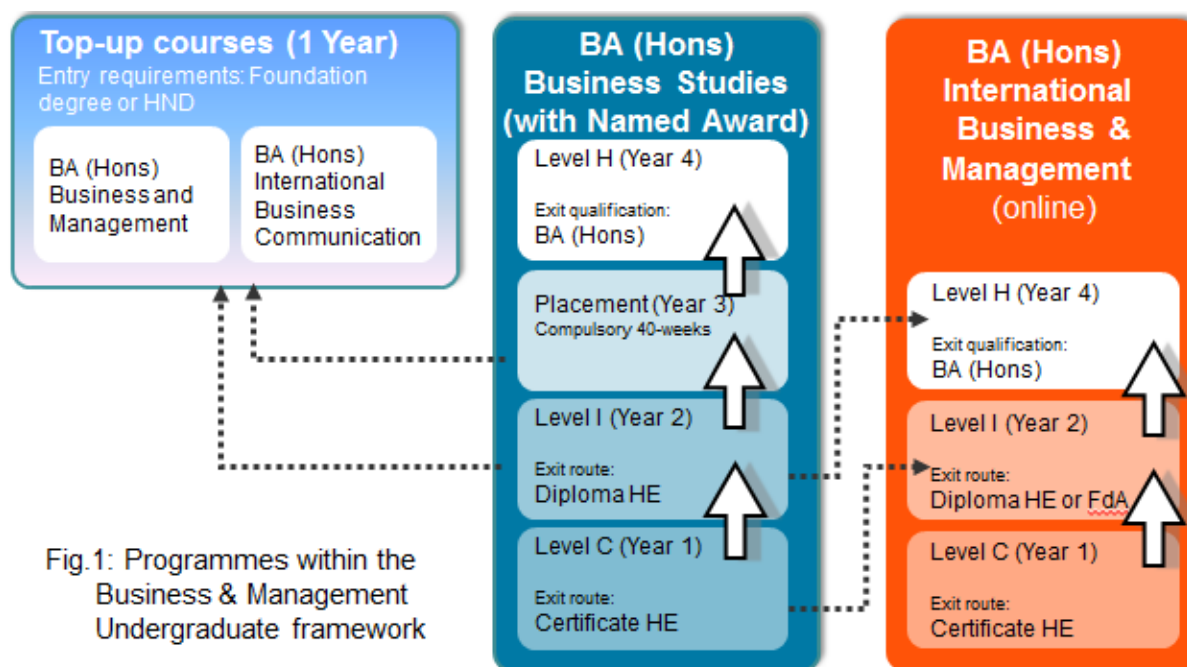


Fig. 1: Programmes within the Business & Management Undergraduate framework

The BA BAM programme belongs to the family of general business and management programmes and is regulated by the QAA 'General Business and Management' Subject Benchmark. The purpose of these programmes is threefold (QAA, 2007, p.1), focusing on:

- “the study of organisations, their management and the changing external environment in which they operate;
- preparation for, and development of, a career in business and management;
- enhancement of lifelong learning skills and personal development to contribute to society at large.”

The programme subscribes to the above, producing graduates who are able to operate professionally and effectively in a range of industrial, commercial and professional contexts, and improve an organisation’s ability to perform, change and compete. Their mix of interpersonal, managerial and practical competence allows these graduates to pursue management opportunities across the full spectrum, both at home and internationally.

The BA (Hons) in Business and Management (Top Up) degree programme is a broad-based business and management programme which reflects and supports the University Mission Statement. It seeks to offer a vocationally relevant programme which appeals to students. It aims to offer Honours degree qualification and to build on the knowledge and skills acquired through a Foundation Degree, or HND Business Programme or equivalent, enabling students to develop personally and professionally.

The programme is well established and the team has considerable experience of designing and delivering curricula that meet the needs of students, employers and other relevant stakeholders. The process of programme monitoring assures the relevance and quality of the student experience and standards, and changes are made in considered response to feedback from students, external examiners, staff, businesses and Alumni. The Annual Report on Framework Monitoring (ARFM) critically reviews the delivery of the programme and summarises student and staff achievements. The Business School has received commendations, both internally and externally, in matters of quality assurance and enhancement, in particular with respect to the Continuous Action Plan as a way to address the recommendations from the External Examiners and to respond to student feedback.

Emphasis is placed on the acquisition of knowledge and understanding and the development of professional skills, capabilities and personal qualities to act on that knowledge. Throughout the programme, students are required to engage critically, by considering such issues as the social, ethical

and political impact of business decisions, managing diversity, being globally aware, and being dealing with uncertainty and ambiguity. Students are encouraged to develop their full potential in a challenging, enterprising and stimulating learning environment, in which there is a strong emphasis on developing autonomy, resourcefulness and the abilities to manage themselves and others.

4.2 Personal and Professional Effectiveness, Employability, Global Awareness and Citizenship

The development of personal and professional effectiveness, employability, global awareness and citizenship features prominently throughout the programme, requiring students to critically reflect upon, and evidence, *inter alia*:

- “Effective self-management in terms of time, planning and behaviour, motivation, self-starting, individual initiative and enterprise
- Effective performance, within a team environment including: leadership, team building, influencing and project management skills;
- Interpersonal skills of effective listening, negotiating, persuasion and presentation;
- Self-reflection and criticality including self-awareness, openness and sensitivity to diversity in terms of people, cultures, business and management issues. Also, the skill of learning to learn and developing an appetite for learning; reflective, adaptive and collaborative learning.” (QAA for HE, 2007, p.4)

For example, the Level H ‘Research Study’ unit provides students with opportunities to develop critical thinking and reflective practice link their project work to their future careers and further develop the concept of experiential and lifelong learning.

5 AIMS OF THE PROGRAMME

The programme aims to develop critically informed, agile and resourceful graduates who:

- have the versatility and personal qualities to manage a range of business activities in a global context;
- are critically aware of the wider impact of business decisions on organisational stakeholders and society;
- have highly-developed interpersonal skills;
- are able to manage their own personal development and lifelong learning.

The programme is distinctive in a number of ways. It:

- allows students to specialise in two different areas of interest, enabling graduates to compete more favourably with those from specialist backgrounds.
- exposes students to innovative and diverse learning and teaching methods;
- evidences a strong commitment to the development of personal and professional effectiveness and to employability through embedding.
- offers a high quality flexible degree programme in business and management which builds on knowledge and capabilities gained in prior programmes of study allowing for the achievement of honours level.
- Supports students in developing their English Language skills through introducing a core unit for any learner with IELTS below 7.0.

6 INTENDED LEARNING OUTCOMES

This section presents the Intended Programme Outcomes for the BA BAM Programme. They specified in terms of four categories: ‘subject knowledge and understanding’, ‘intellectual skills’, ‘practical skills’ and ‘transferable skills’.

Subject knowledge and understanding

Graduates will demonstrate a systematic and critically informed understanding of:

- A1** Organisations, the environments in which they operate and how they are managed
- A2** Business functions and processes
- A3** The limitations of current knowledge and practices
- A4** Pervasive, contemporary and emerging issues
- A5** A particular specialist subject area.

Intellectual skills

This programme provides opportunities for students to develop and demonstrate intellectual skills through the ability to:

- B1** Critically evaluate theory and practice
- B2** Analyse and synthesise information, identifying implicit values, detecting false logic or reasoning and ensuring that conclusions are supported by evidence
- B3** Create, evaluate and assess a range of business options and apply ideas and knowledge to a range of business situations
- B4** Apply theory to practice to inform understanding and practice
- B5** Integrate and synthesise evidence from a range of sources to support findings, proposed solutions and hypotheses
- B6** Critically reflect upon experience and relate this to theory and practice
- B7** Manage complexity, uncertainty and ambiguity

Subject Specific Skills

This programme provides opportunities for students to develop and demonstrate subject-specific/practical skills through the ability to:

- C1** Apply concepts and models to understand business problems and phenomena
- C2** Create, evaluate and assess a range of business options and apply ideas and knowledge to a range of business situations
- C3** Conduct research into business and management issues, either individually or as part of a team
- C4** Use appropriate skills to communicate effectively in business situations
- C5** Prepare and present business reports
- C6** Work effectively in an online environment
- C7** Demonstrate confidence and competence in the use of information technologies
- C8** Apply problem solving and decision-making techniques using appropriate quantitative and qualitative skills
- C9** Manage ambiguous, complex and uncertain situations.

Transferable skills

This programme provides opportunities for students to develop and demonstrate transferable skills through the ability to:

- D1** Perform effectively when working in collaboration with others

- D2** Apply effective research skills
- D3** Apply numerical and quantitative skills to analyse, interpret and extrapolate
- D4** Deploy a range of interpersonal skills including effective listening, negotiating, persuasion and presentation
- D5** Demonstrate openness and sensitivity to diversity in terms of other people, cultures and business and management issues
- D6** Manage their own motivation, tasks and behaviour in enterprising, innovative and professionally appropriate ways
- D7** Manage their own learning and development
- D8** Anticipate and respond flexibly and creatively to change
- D9** Engage in reflective practice and collaborative learning
- D10** Communicate effectively by oral, written and visual means using a range of appropriate media.

7 Learning and Teaching Methods and Strategies

The range of learning and teaching methods and strategies employed across the programmes are listed below. These reflect an emphasis on the acquisition and application of knowledge, as well as a strong focus on professional development.

Subject knowledge and understanding

Knowledge and understanding is acquired via lectures, seminars, guided independent study, self-managed learning and experiential learning. Knowledge and understanding is also developed through discussion forums, case study work and debate. Knowledge and understanding is acquired through both individual and group-based work.

Intellectual skills

Intellectual skills are mainly developed in seminars and through guided independent study, self-managed learning and experiential learning. Intellectual skills are also developed through discussion forums, case study work and debate. Intellectual skills may be developed through both individual and group-based work.

Subject Specific Skills

Practical skills are promoted mainly through class activities. At Level H, students are expected to have an element of independence to experiment and test practical skills. However, they continue to receive appropriate support and guidance from staff.

Transferable skills

Transferable skills are developed in an embedded and contextual manner through most units and mainly through class activities and coursework assignments.

8 Assessment Strategies and Methods

A wide range of assessment strategies and methods are employed across the programmes as illustrated below.

Subject knowledge and understanding

Knowledge and understanding are assessed primarily via in-course assessment and examination. In-course assessment may take many forms, including, though not limited to, online discussion forums, oral presentations, role plays, simulations, reports and essays.

Intellectual skills

Intellectual skills are assessed by a variety of assessment methods including formal reports, oral presentations, essays and examinations. Examinations at Level H provide students with the opportunity to demonstrate their ability to structure a clear, concise, reasoned argument and analyse an issue in a limited time period. The execution of the research study demonstrates their thinking skills to the highest level.

Subject Specific Skills

Assessment of practical skills is mainly via coursework, the submission of reports and oral presentations. The Level H Research Study unit should illustrate student competence in practical skills associated with the research process.

Transferable skills

Transferable skills are assessed predominantly through coursework assignments, such as reports, essays and oral presentations. They are particularly tested through coursework assignments where information gathering, written and oral communication and group work are prioritised. Many staff employ contemporary forms of assessment, including autorunning, narrated presentations, role plays and simulations. The Business School has implemented further innovative methods of assessment, such as posters, walkthroughs, video presentations and infographics. These are well suited for online/blended submissions and allow for flexibility in the mode of assessment. Most assignments allocate a small proportion of marks to the 'professional impact' of the work, requiring student to pay specific attention to presentation, organisation, coherence and referencing.

Self- and peer-assessment is another approach that is used to develop evaluative, analytical, critical and reflective skills, as well as to obtain feedback on the performance of the team and distinguish individual contribution to group work. These are important as employability skills and can be recognised in the learning outcomes of the unit.

9 PROGRAMME SKILLS MATRICES

Units		Programme Intended Learning Outcomes																																	
		A 1	A 2	A 3	A 4	A 5	B 1	B 2	B 3	B 4	B 5	B 6	B 7	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10			
L E V E L H	Corporate Finance	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Entrepreneurship and Business Ventures	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	International Management	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	International Marketing Management	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Managing Innovation	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Organisational Leadership	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	People Management and Development	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Research Study	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Strategic Human Resource Management	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Strategic Management	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Strategic Marketing Management	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

- See next page for a summary of the ILO codes.

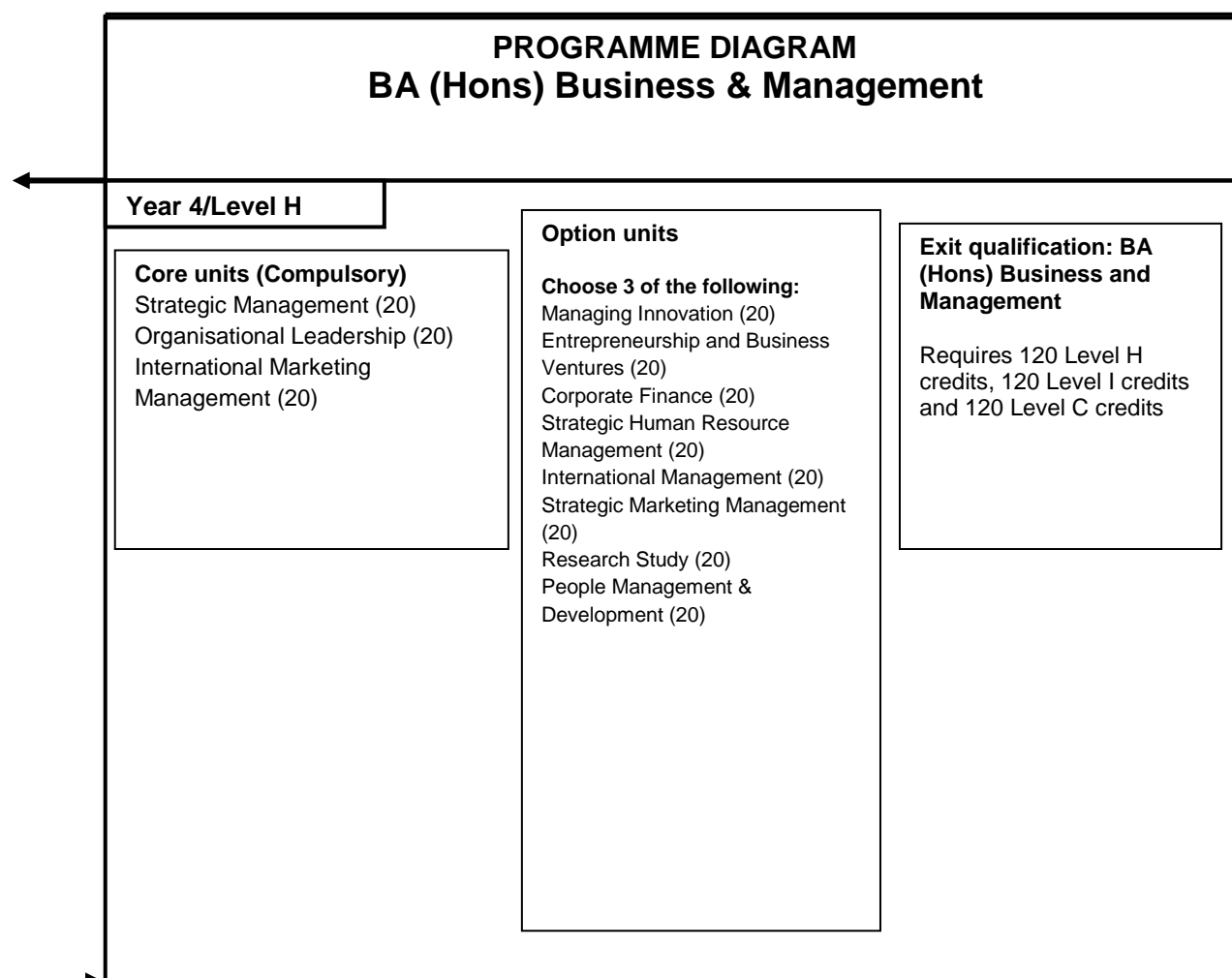
Programme ILOs

<p><u>A - Subject Knowledge & Understanding</u></p> <p>A1. Organisations, the environments in which they operate and how they are managed</p> <p>A2. Business functions and processes</p> <p>A3. The limitations of current knowledge and practices</p> <p>A4. Pervasive, contemporary and emerging issues</p> <p>A5. A particular specialist subject area.</p>	<p><u>B - Intellectual Skills</u></p> <p>B1. Critically evaluate theory and practice</p> <p>B2. Analyse and synthesise information, identifying implicit values, detecting false logic or reasoning and ensuring that conclusions are supported by evidence</p> <p>B3. Create, evaluate and assess a range of business options and apply ideas and knowledge to a range of business situations</p> <p>B4. Apply theory to practice to inform understanding and practice</p> <p>B5. Integrate and synthesise evidence from a range of sources to support findings, proposed solutions and hypotheses</p> <p>B6. Critically reflect upon experience and relate this to theory and practice</p> <p>B7. Manage complexity, uncertainty and ambiguity.</p>
<p><u>C – Subject-specific / Practical Skills</u></p> <p>C1. Demonstrate confidence and competence in the use of information technologies</p> <p>C2. Conduct research into business and management issues, either individually or as part of a team</p> <p>C3. Use appropriate skills to communicate effectively in business situations</p> <p>C4. Prepare and present business reports</p> <p>C5. Apply problem solving and decision-making techniques using appropriate quantitative and qualitative skills</p> <p>C6. Work effectively in an online environment</p> <p>C7. Apply concepts and models to understand business problems and phenomena</p> <p>C8. Create, evaluate and assess a range of business options and apply ideas and knowledge to a range of business situations</p> <p>C9. Manage ambiguous, complex and uncertain situations.</p>	<p><u>D - Transferable Skills</u></p> <p>D1. Perform effectively when working in collaboration with others</p> <p>D2. Apply effective research skills</p> <p>D3. Apply numerical and quantitative skills to analyse, interpret and extrapolate</p> <p>D4. Deploy a range of interpersonal skills including effective listening, negotiating, persuasion and presentation</p> <p>D5. Demonstrate openness and sensitivity to diversity in terms of other people, cultures and business and management issues</p> <p>D6. Manage their own motivation, tasks and behaviour in enterprising, innovative and professionally appropriate ways</p> <p>D7. Manage their own learning and development</p> <p>D8. Anticipate and respond flexibly and creatively to change</p> <p>D9. Engage in reflective practice and collaborative learning.</p> <p>D10. Communicate effectively by oral, written and visual means using a range of appropriate media.</p>

10 PROGRAMME DIAGRAM

Level H presents students with a dynamic, challenging and intensive learning experience. In addition to the three core units of the 'Strategic Management', and 'Organisational Leadership' and 'International Marketing Management', students choose three option units. This model has been designed to better meet the needs of employers and professional bodies, in response to student feedback and to accommodate staff research interests. Students will have received counselling as to what options are available.

At induction steps are put in place to encourage an appropriate culture with an emphasis placed on self-managed learning. Students will be expected to take responsibility for their learning experience and show themselves to be near-autonomous learners.



11 ADMISSION REGULATIONS

The regulations for this programme are the University Standard Admission Regulations for Undergraduate Programmes.

Students who have successfully completed the following FdA Business and Management programmes with minimum Level I aggregate of 55% and have been awarded 240 Credit, will be eligible to progress with advanced standing to the BA BAM programme:

- FdA Business and Management, Bournemouth and Poole College (BPC)
- FdA Business and Management, University College Yeovil (UCY)

Applicants may be allowed to enter this programme with advanced standing, on the basis of successful completion the Business and Management three year Diploma (Accounting/HRM/Marketing pathways) at the College of North Atlantic Qatar. The applicant must have successfully completed years 1,2 and 3 of the Business and Management Diploma (Accounting/HRM/Marketing pathways) with an average GPA of 2.5 out of 4 for the three years and IELTS (academic) 6.0 or equivalent (including the pre-sessional English for University Study Programme) with minimum 5.5 in each of the four components.

Applicants may be allowed to enter this programme with advanced standing, on the basis of successful completion of either the Business Administration General (BADM) 3 year Diploma, the Business Administration – Human Resources (BA HR) 3 year Diploma or the Business Administration – Accounting (BAAC) 3 year Diploma at Georgian College, Canada (fulltime). The applicant must have successfully completed years 1,2 and 3 of the Business Administration – General/HR/Accounting Diploma with an average GPA of 2.5 out of 4 for the three years and IELTS (academic) 6.0 or equivalent (including the pre-sessional English for University Study Programme) with minimum 5.5 in each of the four components.

Applicants may be allowed to enter this programme with advanced standing, on the basis of successful completion of the Business Administration 3 year Diploma (fulltime) at the Humber College Institute of Technology & Advanced Learning, Canada. The applicant must have successfully completed years 1,2 and 3 of the Business Administration Diploma with an average GPA of 2.5 out of 4 for the three years and IELTS (academic) 6.0 or equivalent (including the pre-sessional English for University Study Programme) with minimum 5.5 in each of the four components.

Applicants may be allowed to enter this programme with advanced standing, on the basis of successful completion of the Bachelor degree in International Economic Relations, Bachelor degree in Business Administration, Bachelor degree in Finance and Banking, Bachelor degree in Accounting and Auditing, Bachelor degree in Economics and Public Management or the Bachelor degree in Economics (all at level 6) at the University of Economics and Law, Vietnam National University (UEL). The applicant must have Successfully completed years 1, 2 and 3 with an average GPA of 7 out of 10 for the three years and IELTS (Academic) 6.0 or equivalent with minimum 5.5 in each of the four skills components.

Further Recognition agreements were approved during the 2015-16 academic year. For further information, please consult the Recognition Register (I:\Academic Services\Collaborative\Recognition arrangements\MASTER Recognition Register.xlsx) for a full list of approved Recognition arrangements and agreed entry criteria.

12 ASSESSMENT REGULATIONS

The regulations for this programme are the University Standard Undergraduate Assessment Regulations to be found at :

<https://staffintranet.bournemouth.ac.uk/media/documents/policiesprocedures/academicregulations/>

13 PROGRAMME PROFILE

Originating Institution(s): Bournemouth University School: The BU Business School Partner:		Place(s) of Delivery: Bournemouth University Language of Delivery (if not English): Programme HESA JACS code: N190	Framework Title (in full): Business & Management Framework Programme Award and Title: BA (Hons) Business and Management Interim Award and Titles & Required Credits: N/A						Mode(s) of Study FT Expected Length of Study 1 year BU Credit Structure & ECTS 360 BU Credits (180 ECTS)						
Unit identification		Cost Centre(s)						Unit Details					Assessment Regs		
Unit version no.	Unit name	HESA JACS Subject Code	CC1	%	HESA JACS Subject Code	CC2	%	Prog year ⁵ FT	Prog year ⁵ PT	Core/option	No of credits ⁶	Level (C,I,H, PgC, PgD, M)	Assessment ⁸ Element Weightings ⁹		
													Exam 1	C/Work 1	C/Work 2
2	Corporate Finance	N340	27	100				4		Option	20	H	70	30	
2	Entrepreneurship and Business Ventures	N190	27	100				4		Option	20	H		100	
2	International Management	N200	27	100				4		Option	20	H		100	
4	International Marketing Management	N550	27	100				4		Core	20	H	40	60	
2	Organisational Leadership	N211	27	100				4		Core	20	H		100	
2	Managing Innovation	N290	27	100				4		Option	20	H		100	
2	People Management and Development	N690	27	100				4		Option	20	H	50	50	
	Research Study	X210	27	100				4		Option	20	H		100	
1	Strategic Human Resource Management	N600	27	100				4		Option	20	H	50	50	
2.1	Strategic Management	N211	27	100				4		Core	20	H		100	

2	Strategic Marketing Management	N500	27	100			4	Option	20	H	50	50
Effective from Prog Year / Month / Year			Contact in the Business School: Laura Roper 68762			Date approved November 2017		Programme Specification version no. 4.4-0917		Placement NA		
Yr. 1	N/A	N/A	Name of Professional, Statutory or Regulatory Body (if appropriate) None applicable				Diploma Supplement Statement regarding PRSB accreditation None applicable					
Yr. 2	N/A	N/A										
Yr. 3	N/A	N/A										
Yr. 4	Sept	2015										

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