

KEY PROGRAMME INFORMATION

Originating institution(s) Bournemouth University	Faculty responsible for the programme Bournemouth University Business School
Final award(s), title(s) and credits BA (Hons) Business and Management [2-year Accelerated Degree] - 360 credits (180 ECTS)	
Intermediate award(s), title(s) and credits Cert HE in Business and Management - 120 credits (60 ECTS) at Level 4. Dip HE in Business and Management - 120 credits (60 ECTS) at Level 4 and 120 credits (60 ECTS) at Level 5	
UCAS Programme Codes N200	HECoS (Higher Education Classification of Subjects) Codes 100078
External reference points <ul style="list-style-type: none"> • The UK Quality Code for Higher Education including: <ul style="list-style-type: none"> ○ Qualifications Frameworks (incorporating the Framework for Higher Education Qualifications) (FHEQ); ○ Characteristics Statements (Foundations Degrees, Master's Degrees, Doctoral Degrees) ○ Credit Frameworks; ○ Subject Benchmark Statement: Business and Management (Feb 15). • Professional, Statutory and Regulatory Body (PSRB) standards and guidelines (see below). • Principles for Responsible Management Education (PRME) • UN Sustainable Development Goals (UNSDG) • British Chambers of Commerce • Confederation of British Industry • Department for International Trade • Institute of Directors • World Economic Forum 	
Professional, Statutory and Regulatory Body (PSRB) links <ul style="list-style-type: none"> • The Association to Advance Collegiate Schools of Business (AACSB International) 	
Places of delivery Bournemouth University	
Mode(s) of delivery Full-Time	Language of delivery English
Typical duration 2 Years (Full-Time)	
Date of first intake September 2025	Expected start dates September
Maximum student numbers Not applicable	Placements <ul style="list-style-type: none"> • All students have the opportunity to undertake a 6-week credit bearing placement at the end of their first year. • Students are encouraged to secure shorter-term and/or part-time work experience through opportunities promoted via MyCareerHub.
Partner(s) Not Applicable.	Partnership model Not applicable
Date of this Programme Specification October 2025	
Version number v1.1-0926 [2-year Accelerated Degree]	
Approval, review or modification reference numbers BUBS 2425 23, Approved 04/04/2025 BAL 2526 01, approved 01/10/205, previously v1.0	
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PROGRAMME STRUCTURE

Programme Award and Title: BA (Hons) Business and Management [2-year Accelerated Degree]									
Level 4 - Students are required to complete the six core units.									
Unit Name	Core / Option	No. of Credits	Assessment Element Weightings				Expected Contact hours per unit	Unit Version No.	HECoS Code
			Exam 1	Exam 2	Cwk 1	Cwk 2			
Developing Management Competencies	Core	20			100%		30	1.1	100078
Global Business Environment	Core	20			50%	50%	40	1.0	100449
Introduction to Accounting [Business]	Core	20	25%		75%		40	1.1	100105
Organisational Behaviour and Responsible Management	Core	20	30%		70%		40	1.1	100085
Business Simulation	Core	20	30%		70%		30	1.0	100078
Fundamentals of Marketing	Core	20	30%		70%		40	1.0	100075
Level 5 - Students are required to complete three core units and two option units. Students must choose either 'Applied Business Project' or 'Industry Placement' as an option.									
Recruiting, Selecting and Retaining Talent	Core	20			100%		40	1.0	100085
Global Operations Management	Core	20	50%		50%		40	1.0	100093
Digital Marketing Fundamentals	Core	20			30%	70%	40	1.0	100075
Applied Business Project [Accelerated]	Option	40			100%		20	1.0	
Project Management	Option	20			100%		35	1.0	100812
Branding and Integrated Communications	Option	20	70%		30%		40	1.0	100075
Industry Placement [Accelerated]	Option	40			100		n/a	1.0	
Level 6 - Students are required to complete three core and two option units. *Students must pick between the Consultancy Project OR Hacking for Sustainability Project									
Contemporary Issues in HRM	Option	20			100%		40	1.0	100085
Strategic Management [Accelerated]	Core	20			100%		40	1.0	100810
Entrepreneurship and Business Ventures	Option	20			100%		40	1.0	101221
Organisational Leadership	Core	20			100%		40	1.0	100088
Business Futures	Core	20			50%	50%	36	1.0	100962
Consultancy Project*	Option	40			100%		20	1.0	100962
Hacking for Sustainability Project*	Option	40			100%		20	1.0	100962

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

To develop critically informed, responsible, versatile, agile and resourceful graduates who:

- possess the knowledge, skills, values, behaviours and personal attributes to manage effectively in a range of dynamic organisational contexts;
- are critically aware of the wider impact of decisions on organisational stakeholders and society;
- have highly-developed team-working, communication, interpersonal, problem-solving and research skills;
- are able to independently manage their own learning, personal and professional development.

Graduates from this programme will be 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 subject-specific knowledge, combined with strong interpersonal, managerial and practical competencies will allow them to pursue management opportunities across a wide spectrum of roles, organisations and sectors, both at home and internationally.

Emphasis is placed on the acquisition and informed application of knowledge and understanding, as well as the development of professional skills, values, behaviours, capabilities and personal qualities to act upon that knowledge. Throughout their studies, students are required to engage critically, by considering such issues as the social, ethical and political impact of decisions, managing diversity, being globally aware, and 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.

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

- ability to build and maintain relationships, and work collaboratively, both internally and with external stakeholders, with an awareness of mutual interdependence;
- ability to value diversity and work with people from a range of backgrounds and cultures;
- effective performance within a team environment, including leadership, followership, negotiation, team building, influencing and project management skills;
- effective communication and listening skills, including the ability to produce clear, structured communications in a variety of media and for a range of purposes;
- emotional intelligence and empathy;
- conceptual and critical thinking, analysis, synthesis and evaluation;
- a critical understanding of, and commitment to, ethical management, sustainability and responsible business practice;
- self-management, including a readiness to accept responsibility, become an independent learner, be resilient, proactive and appropriately assertive, and to plan, organise and manage time;
- self-awareness, self-reflection, and a commitment to personal and professional development.

The Fast-track Business and Management degree provides a dynamic and immersive learning experience, combining academic knowledge with real-world application. Level 4 lays a strong foundation, equipping students with essential business principles and critical thinking skills before they progress to more advanced learning. By integrating Level 5 and Level 6 units earlier, students benefit from a more cohesive and accelerated development of their expertise. The programme emphasises both knowing and doing, blending theoretical foundations with durable skills that are essential for the modern workplace. Through interdisciplinary teamwork and business challenges, students develop strategic thinking, leadership capabilities, and problem-solving skills. The programme offers an optional short placement in the summer of the first year, or an alternative applied project. In the second summer, an advance project option is offered, ensuring continuous practical exposure and professional development. With career coaching and support embedded throughout, students gain the confidence and experience needed to transition seamlessly into the workforce. The

intensive and dynamic structure closely mirrors real business environments, fostering adaptability, resilience, and a proactive approach to strategic decision-making.

LEARNING HOURS AND ASSESSMENT

Bournemouth University's taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. 20 credits equates to 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 Bournemouth University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

Contact hours may take the form of timetabled / scheduled sessions, such as lectures, seminars, demonstrations, synchronous or asynchronous online learning, lab sessions, one-to-one tutorials, assessment feedback sessions and so on, but may also take the form of virtual contact, e.g. via email, Brightspace (VLE) and other forms of technology.

The assessment workload for a unit takes into account the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection).

Assessment per 20-credit unit normally consists of 3,000 words or equivalent, except where PSRB requirements determine that the assessment load must be greater. Where this is the case, the Unit Specification will specify the assessment load and associated PSRB.

Level 6 Projects are distinct from other assessment types, in that the word count for these assignments is 5,000 words per 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound.

STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of senior academic staff and others who have relevant expertise, including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians and research students.

Since our Business and Management programmes focus significantly on the needs and expectations of employers, as well as organisational contexts and challenges, some assessments, e.g. presentations, simulations, practical exercises, may also be evaluated formatively by qualified professional practitioners, who will typically provide informal feedback at the time of the assessment.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

PROGRAMME AND LEVEL 6 INTENDED PROGRAMME OUTCOMES

<p>A: Subject knowledge and understanding This Programme / Level 6 provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Programme / Level 6 learning outcomes:</p>
<p>A1 organisations and the complex, diverse and dynamic contexts and environments in which they operate;</p> <p>A2 business, management, organisational and leadership theories, models, frameworks, functions and processes;</p> <p>A3 the scope and limitations of current knowledge, understanding and practices;</p> <p>A4 pervasive, contemporary and emerging issues;</p> <p>A5 tools, techniques and methods for undertaking research;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (A1–A5); • seminars (A1–A5); • guided study (A1-A5); • use of the VLE (A1-A5); • independent study (A1-A5); • collaborative learning (A1-A5).
	<p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • essays / reports (A1-A5); • collaborative assessment (A1-A5); • examinations (A1-A5); • digital artefacts (A1-A5); • presentations (A1-A5); • simulations / role plays (A1-A5); • project (A1-A5).
<p>B: Intellectual skills This Programme / Level 6 provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Programme / Level 6 learning outcomes:</p>
<p>B1 critically evaluate and apply concepts, theories and models to analyse complex and dynamic situations;</p> <p>B2 collate and integrate evidence from a range of sources to support findings and generate proposed solutions and hypotheses;</p> <p>B3 analyse and synthesise information, identifying implicit values, detecting false logic or reasoning, and ensuring that conclusions are supported by evidence;</p> <p>B4 apply appropriate knowledge and skills, in familiar and unfamiliar contexts, to identify, define and resolve complex problems.</p>	<p>Learning and teaching strategies and methods :</p> <ul style="list-style-type: none"> • lectures (B1–B4); • seminars (B1–B4); • guided study (B1-B4); • use of the VLE (B1-B4); • independent study (B1-B4); • collaborative learning (B1-B4).
	<p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • essays / reports (B1-B4); • collaborative assessment (B1-B4); • examinations (B1-B4); • digital artefacts (B1-B4); • presentations (B1-B4); • simulations / role plays (B1-B4); • project (B1-B4).
<p>C: Practical skills This Programme / Level 6 provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Programme / Level 6 learning outcomes:</p>
<p>C1 demonstrate high levels of confidence, competence and professionalism in the use of information and digital</p>	<p>Learning and teaching strategies and methods:</p>

<p>technologies, including working effectively in an online environment;</p> <p>C2 locate, extract and interpret data from multiple sources, acknowledging and referencing sources in accordance with prescribed referencing and ethical requirements;</p> <p>C3 communicate professionally in a range of different contexts and scenarios, using a variety of media / channels;</p> <p>C4 prepare and present data in a range of appropriate formats.</p>	<ul style="list-style-type: none"> • lectures (C1-C4); • seminars (C1-C4); • guided study (C1-C4); • use of the VLE (C1-C4); • independent study (C1-C4); • collaborative learning (C1-C4). <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • essays / reports (C1-C4); • collaborative assessment (C1-C4); • examinations (C1-C4); • digital artefacts (C1-C4); • presentations (C1-C4); • simulations / role plays (C1-C4); • project (C1-C4).
<p>D: Transferable skills This Programme / Level 6 provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Programme / Level 6 learning outcomes:</p>
<p>D1 perform professionally and sensitively when working in collaboration with others;</p> <p>D2 deploy a range of high-level interpersonal skills, including effective listening, negotiating, conflict resolution, persuasion and presentation;</p> <p>D3 demonstrate openness and sensitivity to diversity in terms of other people, cultures and practices;</p> <p>D4 manage their own motivation, tasks and behaviour in enterprising, creative, innovative and professionally appropriate ways;</p> <p>D5 evidence the ability to reflect, upon self and others, in order to improve learning and performance;</p> <p>D6 demonstrate high levels of resilience, as well as the ability to manage information gaps, complexity, uncertainty and ambiguity.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • lectures (D1-D6); • seminars (D1-D6); • guided study (D1-D6); • use of the VLE (D1-D6); • independent study (D1-D6); • collaborative learning (D1-D6). <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • essays / reports (D1-D6); • collaborative assessment (D1-D6); • examinations (D1-D6); • digital artefacts (D1-D6); • presentations (D1-D6); • simulations / role plays (D1-D6); • project (D1-D6)

LEVEL 5/DipHE INTENDED LEVEL OUTCOMES

<p>A: Knowledge and understanding Level 5 provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 5 learning outcomes:</p>
<p>A1 theories, practices, tools and techniques associated with recruitment, selection and talent management;</p> <p>A2 theories, practices, tools and techniques associated with strategic analysis and management;</p> <p>A3 theories, practices, tools and techniques associated with at least four of the following subject areas: global operations; project management; consumer behaviour; branding and integrated marketing communications; supply chain management; HRM; responsible business practice; digital marketing.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • lectures (A1-A3); • seminars (A1-A3); • guided study (A1-A3); • use of the VLE (A1-A3); • independent study (A1-A3); • collaborative learning (A1-A3). <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • essays / reports (A1-A3); • collaborative assessment (A1-A3);

	<ul style="list-style-type: none"> • examinations (A1-A3); • digital artefacts (A1-A3); • presentations (A1-A3); • simulations / role plays (A1-A3); • project (A1-A3).
B: Intellectual skills Level 5 provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 5 learning outcomes:
B1 analyse and evaluate core and specialised business functions and processes;	Learning and teaching strategies and methods: <ul style="list-style-type: none"> • lectures (B1–B4); • seminars (B1–B4); • guided study (B1-B4); • use of the VLE (B1-B4); • independent study (B1-B4); • collaborative learning (B1-B4). Assessment strategies and methods: <ul style="list-style-type: none"> • essays / reports (B1-B4); • collaborative assessment (B1-B4); • examinations (B1-B4); • digital artefacts (B1-B4); • presentations (B1-B4); • simulations / role plays (B1-B4).
B2 identify and apply appropriate concepts, theories and models to analyse situations;	
B3 select, prioritise, synthesise and integrate information professionally and credibly, ensuring that conclusions are supported by evidence;	
B4 deploy an array of skills to undertake business research and generate credible solutions and hypotheses.	
C: Practical skills Level 5 provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 5 learning outcomes:
C1 demonstrate increasing confidence and competence in the use of information and digital technologies;	Learning and teaching strategies and methods: <ul style="list-style-type: none"> • lectures (C1-C4); • seminars (C1-C4); • guided study (C1-C4); • use of the VLE (C1-C4); • independent study (C1-C4); • collaborative learning (C1-C4). Assessment strategies and methods: <ul style="list-style-type: none"> • essays / reports (C1-C3); • collaborative assessment (C1-C4); • examinations (C1-C3); • digital artefacts (C1-C4); • presentations (C1-C4); • simulations / role plays (C1-C4).
C2 locate, extract and interpret data from different sources, acknowledging and referencing sources in accordance with prescribed referencing and ethical requirements;	
C3 communicate effectively in a range of different contexts and scenarios, using a variety of media / channels, and presenting data in a range of appropriate formats;	
C4 develop a range of strategies for successful placement search.	
D: Transferable skills Level 5 provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 5 learning outcomes:
D1 perform professionally and sensitively when working in collaboration with others;	Learning and teaching strategies and methods: <ul style="list-style-type: none"> • lectures (D1-D6); • seminars (D1-D6); • guided study (D1-D6); • use of the VLE (D1-D6); • independent study (D1-D6); • collaborative learning (D1-D6).
D2 deploy a range of interpersonal skills including effective listening, negotiating, conflict resolution, persuasion and presentation;	
D3 demonstrate openness and sensitivity to diversity in terms of other people, cultures and practices;	

<p>D4 manage their own motivation, tasks and behaviour in enterprising, creative, innovative and professionally appropriate ways;</p> <p>D5 evidence the ability to reflect, upon self and others, in order to improve learning and performance;</p> <p>D6 increasingly demonstrate resilience, and the ability to manage complexity, uncertainty and ambiguity.</p>	<p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • essays / reports (D1-D6); • collaborative assessment (D1-D6); • examinations (D1-D6); • digital artefacts (D1-D6); • presentations (D1-D6); • simulations / role plays (D1-D6).
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LEVEL 4/Cert HE INTENDED LEVEL OUTCOMES

<p>A: Knowledge and understanding Level 4 provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 4 learning outcomes:</p>
<p>A1 theories, practices, tools and techniques associated with the following subject areas: economics; global business; organisational behaviour; responsible management; accounting; marketing;</p> <p>A2 the inter-relationships between functions, processes and the external environment;</p> <p>A3 theories, practices, tools and techniques associated with learning, developing employability skills, and personal and professional development.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • lectures (A1–A3); • seminars (A1–A3); • guided study (A1-A3); • use of the VLE (A1-A3); • independent study (A1-A3); • collaborative learning (A1-A3). <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • essays / reports (A1-A3); • collaborative assessment (A1-A3); • examinations (A1-A3); • digital artefacts (A1-A3); • presentations (A1-A3); • simulations / role plays (A1-A3); • project (A1-A3).
<p>B: Intellectual skills Level 4 provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 4 learning outcomes:</p>
<p>B1 understand, analyse and evaluate core and specialised business functions and processes;</p> <p>B2 evaluate and apply fundamental concepts, theories and models to analyse situations;</p> <p>B3 effectively select, prioritise, synthesise and integrate information, ensuring that conclusions are supported by evidence;</p> <p>B4 deploy appropriate skills to undertake business research and generate proposed solutions and hypotheses.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • lectures (B1–B4); • seminars (B1–B4); • guided study (B1-B4); • use of the VLE (B1-B4); • independent study (B1-B4); • collaborative learning (B1-B4). <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • essays / reports (B1-B4); • collaborative assessment (B1-B4); • examinations (B1-B4); • digital artefacts (B1-B4); • presentations (B1-B4); • simulations / role plays (B1-B4).
<p>C: Practical skills Level 4 provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 4 learning outcomes:</p>

<p>C1 demonstrate confidence and competence in the use of information and digital technologies;</p> <p>C2 locate, extract and interpret data from different sources, acknowledging and referencing sources in accordance with prescribed referencing and ethical requirements;</p> <p>C3 communicate effectively in a range of different contexts and scenarios, using a variety of media / channels, and presenting data in a range of appropriate formats.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • lectures (C1-C3); • seminars (C1-C3); • guided study (C1-C3); • use of the VLE (C1-C3); • independent study (C1-C3); • collaborative learning (C1-C3).
<p>D: Transferable skills Level 4 provides opportunities for students to:</p>	<p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • essays / reports (C1-C3); • collaborative assessment (C1-C3); • examinations (C1-C3); • digital artefacts (C1-C3); • presentations (C1-C3); • simulations / role plays (C1-C3). <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 4 learning outcomes:</p>
<p>D1 perform effectively when working in collaboration with others;</p> <p>D2 begin to develop competence and confidence in a range of interpersonal skills, including effective listening, negotiating, conflict resolution, persuasion and presentation;</p> <p>D3 demonstrate openness and sensitivity to diversity in terms of other people, cultures and practices;</p> <p>D4 understand and increasingly manage their own motivation, tasks and behaviour in enterprising, creative, innovative and professionally appropriate ways;</p> <p>D5 evidence the ability to reflect, upon self and others, in order to improve learning and performance;</p> <p>D6 begin to demonstrate resilience, as well as the ability to manage a degree of complexity, uncertainty and ambiguity.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • lectures (D1-D6); • seminars (D1-D6); • guided study (D1-D6); • use of the VLE (D1-D6); • independent study (D1-D6); • collaborative learning (D1-D6). <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • essays / reports (D1-D6); • collaborative assessment (D1-D6); • examinations (D1-D6); • digital artefacts (D1-D6); • presentations (D1-D6); • simulations / role plays (D1-D6).

ADMISSION REGULATIONS

The regulations for this programme are list on the university website: [Courses | Bournemouth University](#)

Applicants may be allowed to enter this Programme with or without advanced standing on the basis of completion of courses offered by partner providers. Details of approved partner providers, accepted qualifications and agreed entry criteria are available via the Recognition Register located here: [I:\Academic Services\Collaborative\Recognition arrangements](#)

PROGRESSION ROUTES

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 for a full list of approved Recognition arrangements and agreed entry criteria: [I:\Academic Services\Collaborative\Recognition arrangements](#)

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.

ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Assessment Regulations.

WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

Students can opt to undertake a short work placement in Year 1 must meet the following criteria:

- minimum of 4 weeks;
- full-time;
- in a position of meaningful responsibility;
- formally approved by BU;
- comprise no more than two separate internships.
- Students with prior work experience may be considered for exemption from Placement in accordance with BU's Policies and Procedures.
- Students wishing not to undertake a Placement will undertake an applied business project

The Placement helps students:

- synthesise and integrate their learning;
- enhance their personal and professional effectiveness;
- further develop their employability skills;
- develop their critical skills, through exposure to the application of tools and techniques in a variety of real scenarios;
- critically reflect upon career choices and direction;
- showcase their talents to a potential Graduate employer;
- Gain valuable and necessary skills to enable a successful completion of the Level 6 Project.

The Placements team maintains contact with a large and growing network of organisations that regularly turn to the Business School to recruit placement students. Placements can be anywhere in the world, although experience shows that the majority of students find jobs that are UK-based. Placements are

carefully screened to ensure that they provide the student with an appropriate, relevant and sufficiently challenging work experience.

Students are primed to begin thinking about Placement search from Level 4 Induction, during which they undertake an Employability Skills Audit, and then within level 4 in which they are required to develop a professional online Portfolio, as well as a conventional CV. Furthermore, within the Level 5 units, students are exposed to a range of contemporary recruitment and selection processes, through a series of simulated activities, so that they feel confident and equipped in respect of application procedures, interview technique, and contemporary recruitment processes, such as assessment centres.

In preparation for the Placement, specialist Placements and Careers staff support and advise students on job search, CVs, application procedures, interview techniques and self-presentation.

Having completed the Placement, the student is expected to produce a portfolio to demonstrate:

- an appreciation of organisational processes and practices;
- a critical awareness of the competencies required to manage organisational tasks;
- the ability to adapt and apply academic skills to a professional working environment;
- the ability to manage her/his own personal development and learning effectively as an individual and as part of a team;
- the ability to reflect on experience (reflection on action), personal and professional development.

Exemptions

Students wishing not to undertake a Placement will need to undertake an applied business project worth 40 credits.

Programme Skills Matrix

	Programme Intended Learning Outcomes Units	A 1	A 2	A 3	A 4	A 5	B 1	B 2	B 3	B 4	C 1	C 2	C 3	C 4	D 1	D 2	D 3	D 4	D 5	D 6	
L6	Business Futures	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
L6	Organisational Leadership	X	X	X	X	X	X	X	X	X	X	X	X	X				X			X
L6	Strategic Management	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
L6	Consultancy Project	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
L6	Hacking for sustainability Project	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
L6	Entrepreneurship and Business Ventures	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
L6	Global Operations Strategy	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
L6	Contemporary Issues in HRM	X	X	X	X	X	X	X	X	X	X	X	X	X				X			X
L5	Recruiting, Selecting and Retaining Talent	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
L5	Global Operations Management	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
L5	Project Management	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
L5	Digital Marketing Fundamentals	X	X	X	X	X	X	X	X	X	X	X	X	X				X			X
L5	Branding and Integrated Communications	X	X	X	X	X	X	X	X	X	X	X	X	X				X			X
L5	Industry Placement	X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
L5	Applied Business Project	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
L4	Developing Management Competencies	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
L4	Global Business Environment	X	X	X	X	X	X	X	X	X	X	X	X	X				X			X
L4	Introduction to Accounting	X	X	X	X	X	X	X	X	X	X		X	X				X			X
L4	Organisational Behaviour and Responsible Management	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X
L4	Business Simulation	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
L4	Fundamentals of Marketing	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X