



BISHOP
GROSSETESTE
UNIVERSITY

Arts, Humanities & Social Sciences

BA (Hons) Business Studies

Programme Specification

This document provides a concise summary of the main features of the course(s) & associated award(s) offered through this Programme Specification, and includes the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each module and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the dedicated student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to review by the Quality Assurance Agency for Higher Education or by other national bodies.

Versioning of Programme Specification

This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications may be updated during the period of approval to include modifications approved through the University's quality assurance processes.

This version provides a description of the programme as approved for the academic session(s) indicated in section 3 of the following table.

1	BGU approval – date and outcome of last approval	1 March 2023 Amended April 2025
2	Next Scheduled Review Date: [Month/Year]	March 2028 Foundation Degree & Combined Honours Curriculum specifically attached to this programme specification will be reviewed at the same time.
3	Programme Specification - Effective date: [Day/Month/Year]	01 March 2023
4	Version Number	1.1

Modifications to Programme Specification

Modifications to the programme specification since approval/ last review, and the cohort(s) of students affected by the change, are listed in Section H (Log of Modifications) at the back of the document.

Cross Referencing of Programme/Module Specifications

Modifications to any elements of Module Specifications attached to this Programme will be updated and then changes made to this document to reflect that. On each Module Spec the Programmes it relates to are clearly indicated for cross referencing.



Programme Specification

The information in this document is organised into the following sections:

Section A – Administrative and Regulatory Information

Section B – Outcomes

Section C – Structure

Section D – Teaching, Learning and Assessment

Section E – Programme Management

Section F – Mapping

Section G – Graduate Attributes

Section H – Log of Modifications

SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

1	Programme Specification Title		
	BA (Hons) Business Studies		
1a	Programme Code		
	BABST01F23		
2	Brief Summary (for Marketing Purposes)		
	The BA (Hons) Business Studies programme provides a thorough grounding in a broad range of business subjects including marketing, finance, management, entrepreneurship, strategy, and leadership. The Project Management and Implementation module, and Capstone Project module afford you the opportunity to develop projects and expertise in areas that you are interested in. Furthermore, the modules in 'Business Start-up' and 'Exploring Professional Practice' will prepare you for employment, self-employment, or further study, and give you the confidence to succeed in the business world. This contemporary degree equips you with an insight into, and understanding of, international business operations, culturally diverse organisations, cross cultural challenges, and a critical awareness of the opportunities presented by an interconnected, transient and diverse global marketplace. Modules are taught and assessed using a variety of active learning techniques in which you are encouraged to take charge of your own learning through engaging with academic knowledge and research, tutors, case studies, and your peers.		
3	Awarding institution	Bishop Grosseteste University (BGU)	
3a	Programme Length	Full-Time 3	Part-Time N/A
3b	Mode(s) of Study	Full-time	
4	Home Academic Programme Portfolio	Arts, Humanities & Social Sciences	
5	HECoS/CAH2/UTT/UCAS code(s)	100079 CAH CODE: 17-01-02	ITT UCAS

		CAH LABEL: Business Studies		
6	Framework for HE Qualifications position of final award(s)	Certificate (Level 4) Diploma (Level 5) Honours (Level 6)		
7	Alignment with University Credit Framework	Foundation Undergraduate		
8	Compliance with University Assessment Regulations	<u>Academic Regulations Governing Taught Qualifications</u>		
9	Progression routes with Foundation Degree (FdA) or Top-up	N/A		

Awards

10	Final Award title(s)	BA (Hons) Business Studies
10a	Exit or Fall back Award title(s)	Certificate of Higher Education in Business Studies (120 credits) Diploma of Higher Education in Business Studies (240 credits) BA Business Studies (300 credits)
10b	Pathway	N/A
11	(i) Combined Honours Awards available eg: - BSc/BA (Hons) XX - BSc/BA (Hons) XX and YY	N/A

Arrangements with Partners

12	Approved Collaborative partner(s)	Partner Name	Type of Collaborative Partnership
		ICON College	Probationary Validated
13	Articulation Arrangements with Partners	Partner Name	Details of Arrangements

Professional, Statutory and Regulatory Bodies

14	PSRB(s) associated with final award of any route within the programme specification	N/A
15	Date and outcome of last PSRB approval/accreditation	N/A
16	Expiry Date of PSRB approval	N/A

SECTION B - OUTCOMES

17	QAA Benchmark Statement(s)
	The Subject Benchmark statement for Business and Management (QAA, 2019) QAA Benchmark statements and the FHEQ levels have been used in designing the Module and Programme Outcomes of the BA (Hons) Business Studies. https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-business-and-management.pdf?sfvrsn=db39c881_5 There is an expectation that degree programmes covered by the Business and Management Subject Benchmark Statement should provide a broad, analytical, and highly integrated study of business and management. Graduates will be able to demonstrate relevant knowledge and understanding of organisations, the business environment in which they operate and their management. This encompasses the internal aspects, functions and processes of organisations including their diverse nature, purposes, structures, size/scale, governance, operations, and management, together with the individual and corporate behaviours and cultures which exist within and between different organisations and their influence upon the external environment. Within the framework of organisations, business environment and management, graduates will be able to demonstrate knowledge and a systematic understanding of markets, sales, finance, information systems, strategy, and operations. In terms of people management, graduates will develop their knowledge in the leadership and management of people within legal and ethical frameworks. This will include organisational design and development, looking at change, diversity, and values. They will also be able to demonstrate an ability to lead and manage themselves. The programme will emphasise understanding, responding to and shaping the dynamic and changing nature of business and the consideration of the future of organisations within the global business environment, including strategic and risk management.
18	Programme Aim
	The main aims of the BA (Hons) Business Studies programme are to provide students with:

- A coherent and detailed theoretical knowledge and understanding of the general scope of Business as a discipline, its different areas (including functions) and applications, and its interactions with related subjects including (but not limited to) equality, diversity, and inclusion, social innovation, and social inclusion.
- A critical and systematic understanding of the essential theories, principles and concepts of the various subject(s) studied within the BA (Hons) Business Studies.
- The subject specific and professional skills to successfully engage in critical learning and research across a range of business-related subject areas using tools and techniques appropriate to the discipline, some of which are more specialised, advanced, and complex.
- Well-developed skills for the gathering, evaluation, analysis and presentation of information, ideas, concepts and quantitative and/or qualitative data, drawing on a wide range of current sources. This will include the use of ICT and emerging digital technologies as appropriate.
- A broad range of transferable employability-related skills including research, analysis, information-management, critical review of evidence, and the formulation of arguments and solutions to problems.

Typically, holders of the BA (Hons) Business Studies will be able to:

- Use their knowledge, understanding and skills, in both identifying and analysing problems and issues and in formulating, evaluating, and applying evidence-based solutions and arguments.
- Communicate the results of their studies and other work accurately and reliably in a range of different contexts using the main specialist concepts, constructs, and techniques of the subject(s).
- Identify and address their own learning needs, including being able to draw on a range of current research, development, and professional materials.
- Apply their subject and transferable skills to contexts where criteria for decisions and the scope of the task may be well defined, but where personal responsibility, initiative and decision-making is also required.

19 Programme Specific Outcomes

Final Award Learning Outcomes

On successful completion of BA (Hons) Business Studies, students will be able to:

Knowledge and Understanding

- KU1 Demonstrate a comprehensive, detailed, and systematic knowledge and understanding of the relationship between theory and practice in the discipline of business studies and broader global context of business.

- KU2 Exhibit a critical, confident, and evidence-based knowledge and understanding of the role of management, leadership, human resources, marketing, entrepreneurship, finance, and project management in the effective and efficient functioning of organisations.
- KU3 Evidence a conceptual understanding of relevant responsible and ethical issues in a range of business contexts.
- KU4 Demonstrate a critical, confident, and evidence-based knowledge and understanding of a variety of contemporary and prevalent issues and their impact upon the management and leadership of organisations, for example: equality, diversity and inclusion, social inclusion, and entrepreneurship.

Subject-specific and professional skills

- SPS1 Accurately deploy frameworks, theories and principles of business leadership and management to propose effective resolutions to complex business problems.
- SPS2 Interpret a broad range of business data using statistical tools and procedures as appropriate.
- SPS3 Apply a critical understanding of the role of entrepreneurs including social entrepreneurs, intrapreneurs, innovators and businesses owners, leaders, and managers in society.
- SPS4 Demonstrate the use of initiative, creativity, inclusivity, responsibility, and commercial acumen to develop proposals for successful business outcomes in dynamic situations.
- SPS5 Develop and engage in critical reflective practice for the purpose of developing personal responsibility in decision making in complex situations presented by a global marketplace.

Intellectual skills

- IS1 Evaluate and critically analyse data and information from a range of sources using appropriate qualitative and quantitative skills to make effective judgements about the challenges facing business organisations operating in a globalised marketplace.
- IS2 Select and apply knowledge and understanding of scholarly frameworks and theories to seek solution(s) to complex and sometimes unpredictable organisational problems.
- IS3 Work collaboratively demonstrating emotional intelligence and empathy, appropriate understanding, sensitivity, and understanding of culturally diverse organisations, cross cultural issues, diversity, and values.
- IS4 Utilise a variety of media including digital technology, to convey ideas and arguments effectively to a range of audiences, and demonstrate the ability to write, discuss and present arguments and ideas using appropriate academic conventions.

Transferable skills

- TS1 Communicate information, ideas, problems, and solutions effectively to both specialist and non-specialist audiences.
- TS2 Demonstrate the ability to independently find, critique, evaluate and use a wide range of information, data, or tools accurately in complex contexts.
- TS3 Critically evaluate arguments, assumptions, and abstract concepts to identify and address organisational challenges.
- TS4 Demonstrate strong, responsible, and ethical digital literacy and its application in evidence-based decision making.
- TS5 Deploy numerical skills critically and effectively to interpret data, using it to evaluate, and model business problems.

20 Exit Award Learning Outcomes

On successful completion of a **Certificate of Higher Education in Business Studies** students will be able to:

Knowledge and Understanding

- KU1 Demonstrate knowledge and understanding of the relationship between theory and practice in the discipline of business studies.
- KU2 Exhibit knowledge and understanding of the role of business leadership and management practices in the effective functioning of organisations.
- KU3 Evidence an understanding of relevant ethical issues in a range of business contexts.
- KU4 Demonstrate an awareness and understanding of a variety of contemporary and prevalent issues and their impact upon the functions of organisations.

Subject-specific and professional skills

- SPS1 Develop an understanding of the frameworks, theories and principles of business leadership and management.
- SPS2 Demonstrate an ability to interpret financial data using financial procedures.
- SPS3 Develop an understanding of the role of entrepreneurs, intrapreneurs, businesses owners, leaders, and managers in society.
- SPS4 Develop an awareness of the interpersonal skills required for effective leadership and management in a professional context.
- SPS5 Demonstrate an ability to engage in reflective practice for the purpose of decision making.

Intellectual skills

- IS1 Present data and information from a range of sources in order to make effective judgements about the challenges faced in business organisations.
- IS2 Demonstrate knowledge and understanding of scholarly frameworks and theories to seek solutions in specified organisational scenarios.
- IS3 Demonstrate the use of initiative to develop proposals for successful business outcomes.
- IS4 Utilise digital technology effectively and demonstrate the ability to write, discuss and present knowledge and understanding using appropriate academic conventions.

Transferable skills

- TS1 Communicate information, ideas, problems, and solutions using a variety of established business techniques.
- TS2 Demonstrate the ability to independently find, evaluate and use a wide range of information and data in specified contexts.
- TS3 Demonstrate an ability to evaluate arguments, assumptions, and abstract concepts in order to identify and address business problems.
- TS4 Demonstrate an understanding of responsible and ethical digital literacy and its application.
- TS5 Demonstrate an understanding of how numerical skills can be used to interpret data in order to make sound judgements in accordance with basic theories and concepts.

On successful completion of a **Diploma of Higher Education in Business Studies** students will be able to:

Knowledge and Understanding

- KU1 Demonstrate a knowledge and a critical understanding of the relationship between theory and practice in the discipline of business studies and broader global context of business.
- KU2 Exhibit a critical and analytical evidence-based knowledge and understanding of the role of business leadership and management practices in the effective and efficient functioning of organisations.
- KU3 Evidence a critical understanding of relevant responsible and ethical issues in a range of business contexts.
- KU4 Demonstrate a critical awareness and understanding of a variety of contemporary and prevalent issues and their impact upon the management of organisations, for example: change leadership and risk management.

Subject-specific and professional skills

- SPS1 Develop an understanding of frameworks, theories and principles of business leadership and management in order to propose effective resolutions to complex business problems.
- SPS2 Demonstrate an ability to Interpret a range of business data using statistical functions and procedures.
- SPS3 Develop an applied understanding of the role of organisations, entrepreneurs, businesses owners, leaders, and managers in society.
- SPS4 Demonstrate the use of initiative, creativity, and commercial acumen to evaluate strategies and risks in complex organisational situations.
- SPS5 Demonstrate an ability to engage in reflective practice for the purpose of decision making in complex organisational situations.

Intellectual skills

- IS1 Present, evaluate and analyse data and information from a range of sources in order to make effective judgements about the challenges facing business organisations.
- IS2 Demonstrate an ability to critically select knowledge and understanding of scholarly frameworks and theories to propose solutions in specified organisational scenarios.
- IS3 Work collaboratively demonstrating emotional intelligence and empathy, appropriate understanding, sensitivity, and understanding of culturally diverse organisations.
- IS4 Utilise a digital technology, to convey ideas and arguments effectively to a range of audiences, and demonstrate the ability to write, discuss and present arguments and ideas using appropriate academic conventions.

Transferable skills

- TS1 Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
- TS2 Demonstrate the ability to independently find, apply, evaluate, and use a wide range of information, data, or tools accurately in specified contexts.
- TS3 Demonstrate the ability to evaluate arguments, assumptions, and abstract concepts to identify and address business problems.
- TS4 Demonstrate responsible and ethical digital literacy.
- TS5 Deploy numerical skills effectively to interpret data, using it to evaluate business problems.

In order to qualify for an Ordinary Degree (Level 6):

- The student must meet the requirements as laid down in the [*Regulations for Undergraduate Awards*](#) (which is available from the University Website).

SECTION C – STRUCTURE

21a	Structures, modes of delivery (eg FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements
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Regardless of whether students join in the Autumn (typically referred to as semester 1) or the Spring, (typically referred to as semester 2) the modules must be delivered in the following order: (Period 1 followed by Period 2).

Level 4 – 120 credits

Level 4	Period 1	BUS41423 Organisational Environments 15 credits	BUS415_1.1 Marketing Fundamentals 15 credits	BUS416_1.1 An Introduction to Human Resource Management 15 credits	BUS41723 An Introduction to Leadership and Management 15 credits
	Period 2	BUS41823 Finance and Business Performance 15 credits	BUS41923 Innovation and Creativity within Organisations 15 credits	BUS42023 Project Management and Implementation 15 credits	BUS42123 Entrepreneurship and Intrapreneurship 15 credits

Level 5 – 120 credits

The core learning outcomes for the level are delivered in 90c.

*(*Modules do not form part of the core 90 credits.)*

Level 5	Period 1	BUS53123 Exploring strategy and Risk Management 15 credits	BUS53223 An Introduction to Organisational Behaviour 15 credits	BUS53623 Contemporary Project Management in Practice (Incorporating work related learning) 30 credits	BUS51922 *Digital Marketing Strategies 15 credits
	Period 2	BUS53423 Managing Performance through People 15 credits	BUS535_1.1 Change Leadership and Decision Making 15 credits		BUS53323 *CSR & Sustainability 15 credits

Level 6 – 120 credits

The core learning outcomes for the level are delivered in 90c. (*Modules do not form part of the core 90 credits.)

Level 6	Period 1	BUS62422 Business Research Methods 15 credits	BUS63123 Exploring Professional Practice 15 credits	BUS632_1.1 Business Start-up 15 credits	BUS630_1.1 *Equality, Diversity, and Inclusion in the Workplace 15 credits
	Period 2	BUS63423 Capstone Project 30 credits		BUS62222 International Business 15 credits	BUS63323 *Social Innovation, Social Inclusion, and Entrepreneurship 15 credits

21b Module Structure**Level 4**

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
BUS41423	Mandatory	Organisational Environments	1	15
BUS415_1.1	Mandatory	Marketing Fundamentals	1	15
BUS416_1.1	Mandatory	An Introduction to Human Resource Management	1	15
BUS41723	Mandatory	An Introduction to Leadership and Management	1	15
BUS41823	Mandatory	Finance and Business Performance	2	15
BUS41923	Mandatory	Innovation and Creativity within Organisations	2	15
BUS42023	Mandatory	Project Management and Implementation	2	15
BUS42123	Mandatory	Entrepreneurship and Intrapreneurship	2	15

Level 5

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
BUS51922	Mandatory	Digital Marketing Strategies	1	15
BUS53123	Mandatory	Exploring strategy and Risk Management	1	15
BUS53223	Mandatory	An Introduction to Organisational Behaviour	1	15
BUS53323	Mandatory	CSR & Sustainability	2	15
BUS53423	Mandatory	Managing Performance through People	2	15
BUS535_1.1	Mandatory	Change Leadership and Decision Making	2	15
BUS53623	Mandatory	Contemporary Project Management in Practice	4	30

Level 6

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
BUS62222	Mandatory	International Business	2	15
BUS62422	Mandatory	Business Research Methods	1	15
BUS630_1.1	Mandatory	Equality, Diversity, and Inclusion in the Workplace	1	15
BUS63123	Mandatory	Exploring Professional Practice	1	15
BUS632_1.1	Mandatory	Business Start-up	2	15
BUS63323	Mandatory	Social Innovation, Social Inclusion, and Entrepreneurship	2	15
BUS63423	Mandatory	Capstone Project	2	30

SECTION D - TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design
	The curriculum has been designed in line with the Subject Benchmark Statement for Business and aims to develop enquiring, critical and reflective students that respond well to challenge enabling them to contribute proactively to the world of private business, public or 'third' sector organisations, the main business-related professions, self-employment, and the wider society within which businesses operate. At Level 4, students' study eight 15 credit modules that give them a solid foundation for further study. As there is no pre-requisite to have studied Business previously, students are introduced to human resource management, leadership and management, marketing fundamentals, and the concept of organisations and their environments in Semester 1. In Semester 2, students study modules centred around finance, innovation and creativity, project management and entrepreneurship and intrapreneurship, and start to develop their understanding of the importance of each of these aspects to an organisation. At Levels 5 and 6, students study a diverse array of contemporary 15-credit modules and undertake one 30-credit module at each level. Both 30 credit modules afford students the opportunity to undertake business projects and thus develop their project management skills. Students will be encouraged and supported by their module tutor to undertake their projects in an area of personal interest allied to a discipline that reflects their career goals. At level 5 students undertake a cumulative 40-hour work related learning experience over the duration of their first semester of study and use this as a basis upon which to develop their assessment for the Contemporary Project Management in Practice module. Furthermore, at level 6 all students complete a Business Start-up module that culminates in a pitch to a panel of business experts. Pitching is one of the most valuable skills an entrepreneur can harness to sell what they do, raise finance or just to explain what they do/ their proposition concisely. Regardless of whether students wish to enter self-employment or employment this module will provide all students with an invaluable skill set for use within the wider world. Relevant commercial, transferable and research related skills are delivered progressively across the programme. Furthermore, students on the programme will be challenged to act in line with the ethos of the UN Sustainable Development Goals. The Sustainable Development Goals (SDGs) are a collection of 17 global goals designed to be a "blueprint to achieve a better and more sustainable future for all". Individual modules embed this ethos. The curriculum is also reinforced by its commitment to uphold the United Nations Global Compact (UNGC). The ten principles focus on key global challenges in the areas of human rights, labour, the environment, and anti-corruption. As global citizens, BA (Hons) Business Studies students will develop a global mindset to understand, appreciate and take appropriate local or international action in response to these global challenges. The curriculum maps to the BGU Graduate Attributes Award and further promotes the completion of the Graduate Attributes Excellence Award in the Level 6 module 'Exploring Professional Practice'. The programme structure aligns to the development of BGU Graduate attributes as follows: 1: Academic Literacies - students are enabled to develop academic literacy through engagement with evaluating and synthesizing original empirical research into their assignments. These skills are developed from the start of study at Level 4 with an increase in complexity in the types of sources used through the course of study. Additionally, assessments are specifically designed to support

students in developing their academic competency, with levels of complexity increasing as the students' progress through the programme.

2: Global Citizenship – Students will develop a global perspective of Business through specific modules such as Organisational Environments and International Business. Furthermore, as mentioned previously the curriculum is reinforced by its commitment to uphold the United Nations Global Compact (UNGC).

3: Information Literacy – Information literacy will be developed throughout the programme although specifically in modules such as Contemporary Project Management in Practice and the Capstone Project in which students will be required to independently search for academic sources through for example electronic library databases and Google Scholar.

4: Digital Fluency – Assessments are designed to support students in developing digital fluency through a range of assessments including narrated PowerPoints, podcasts and through employing a commercial understanding of digital skills to produce a digital marketing plan in the level 5 module Digital Marketing Strategies. The teaching team will also model the use of technology through session delivery as appropriate.

5: Employability – Employability is a key focus of the course, and a balance has been sought between creating a vocational course while meeting the demands of degree level study. As graduate attributes are embedded into all modules, it is anticipated that all students will develop the transferable skills necessary for employment / self-employment / portfolio careers. The modules that form the programme have been designed to build and enhance employability skills reflecting employer needs. The Contemporary Project Management in Practice encompasses a cumulative 40 hours of work related learning activity, and this is key to building the skills required by graduate employers.

6: Being Enterprising – the course discipline coupled with the practical nature and characteristics of the course means that students are supported to develop creative problem-solving skills through directed independent learning. BA (Hons) Business Studies students have the benefit of studying Entrepreneurship and Intrapreneurship at level 4 and undertake modules in Social Innovation, Social Inclusion and Entrepreneurship and a Business Start-up module at Level 6. These modules provide students with the opportunity to develop more commercially minded enterprise skills. Throughout the programme, students will be challenged to develop intrapreneurial and entrepreneurial thinking and competency.

23	Learning and Teaching Strategies
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| <ul style="list-style-type: none">• The programme helps students acclimatise to Higher Education and supports students through the different types of assessment they will engage with throughout the duration of the programme. Alongside the study skills taught by the programme's tutors, generalised and individual study skills support is provided by the delivering institution.• Induction/transition sessions are included at the delivering institution on commencing level 4, 5 and 6, to support student expectations of the progressive academic requirements of each level of study.• Within the programme, modules are taught by tutors with relevant professional knowledge, experience, and qualifications. Tutors will employ a range of teaching strategies that include interactive lectures, seminars and tutorials and use web-based tools to enable learners to engage with module content and issues related to assessments. |
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- E-resources such as e-books and web-based materials and a Virtual Learning Environment (VLE) are used to support augment in-person teaching, learning and assessment through activities such as directed reading (see Section 26 below for more detail).
- As appropriate to the module and content, the teaching team will utilise opportunities to teach students both in whole group situations and smaller seminar groups. In smaller group tasks, students are encouraged to peer-support one another through dialogue and collaborative learning.
- Student cohorts enter the course with a range of experiences, skills and/or qualifications. To support the students' variable needs, teaching and learning is differentiated. For example, key concepts may be contextualised to the students' professional experiences, through discussions relating to practice and practical activities. The aim is to create authentic, collaborative learning experiences within the classroom and independent study environments.
- Guest/ visiting tutors from within the delivering institution, BGU and/or from local and national statutory, private and voluntary organisations might also be utilised to support subject-currency and expose students to wider perspectives and/or specialised knowledge, where appropriate to do so.
- Students are supported by individual and group tutorials that are embedded into each module.

24	Assessment Strategies
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Module assessments provide opportunities for students to acquire, develop and demonstrate knowledge and understanding, subject specific, intellectual, and transferable skills. A range of assessments are used which are relevant to the individual demands of the subject matter and enable students to participate in a varied and engaging educational experience. Assessments are used to appropriately test and encourage students to apply different areas of knowledge and demonstrate a wide range of skills.

Students are assessed by a single piece of assessment within each module that comprises the BA (Hons) Business Studies.

Across the programme the workload for students is also carefully managed through the effective scheduling of assessments and the use of a consistent rubric.

For written work at Level 4 a rubric of 2,000 words per 15 credits is applied. At Level 5, a rubric of 2,500 words per 15 credits is applied and at Level 6 a rubric of 3,000 words per 15 credits is applied. For practical work at Level 4 a rubric of 40 seconds per credit is applied. At Level 5, a rubric of 15 minutes per 15 credit is applied and at Level 6 a rubric of 20 minutes per 15 credits is applied.

Group work is not used as a summative assessment strategy although students can expect to work with others throughout the duration of their programme as noted in Section 22. Furthermore, formative assessment strategies will be employed throughout the programmes duration to monitor student learning and understanding, and to ensure that learners are in receipt of ongoing dialogue and feedback on their learning and progress. Learners will be engaged as partners in this process and will develop skills such as self-assessment and peer-assessment.

Students' knowledge, skills and critical understanding of the subject will be assessed by a variety of methods as follows:

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
BUS41423	Organisational Environments	15	1			100%
BUS415_1.1	Marketing Fundamentals	15	1			100%
BUS416_1.1	An Introduction to Human Resource Management	15	1			100%
BUS41723	An Introduction to Leadership and Management	15	1			100%
BUS41823	Finance and Business Performance	15	1			100%
BUS41923	Innovation and Creativity within Organisations	15	1		100%	
BUS42023	Project Management and Implementation	15	1			100%
BUS42123	Entrepreneurship and Intrapreneurship	15	1		100%	
BUS51922	Digital Marketing Strategies	15	2			100%
BUS53323	CSR & Sustainability	15	2		100%	
BUS53223	An Introduction to Organisational Behaviour	15	2			100%
BUS53123	Exploring strategy and Risk Management	15	2			100%
BUS53423	Managing Performance through People	15	2			100%
BUS535_1.1	Change Leadership and Decision Making	15	2			100%
BUS53623	Contemporary Project Management in Practice (Incorporating work based learning)	30	2			100%
BUS62222	International Business	15	3			100%
BUS62422	Business Research Methods	15	3			100%
BUS630_1.1	Equality, Diversity, and Inclusion in the Workplace	15	3			100%
BUS63123	Exploring Professional Practice	15	3		100%	
BUS632_1.1	Business Start-up	15	3			100%
BUS63323	Social Innovation, Social Inclusion, and Entrepreneurship	15	3		100%	
BUS63423	Capstone Project	30	3			100%

Indicative Assessment Strategy

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission
BUS41423	Organisational Environments	15	Report	2000 words	TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates.
BUS415_1.1	Marketing Fundamentals	15	Report	2000 words	TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates
BUS416_1.1	An Introduction to Human Resource Management	15	Report	2000 words	TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates
BUS41723	An Introduction to Leadership and Management	15	Briefing Paper	2000 words	TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates
BUS41823	Finance and Business Performance	15	Report	2000 words	TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates
BUS41923	Innovation and Creativity within Organisations	15	Poster Presentation	10 minutes	TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates
BUS42023	Project Management and Implementation	15	Report	2000 words	TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates
BUS42123	Entrepreneurship and Intrapreneurship	15	Production of podcast	10 minutes	TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates
BUS51922	Digital Marketing Strategies	15	Digital Marketing plan to outline the practical implementation of the overarching digital marketing strategy	2500 words	TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates
BUS53123	Exploring strategy and Risk Management	15	Report	2500 words	TBC in conjunction with BGU link tutor to reflect cohort

					start date and BGU board dates
BUS53223	An Introduction to Organisational Behaviour	15	Essay	2500 words	TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates
BUS53323	CSR & Sustainability	15	Individual Presentation	15 minutes	TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates
BUS53423	Managing Performance through People	15	Academic Essay	2500 words	TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates
BUS535_1.1	Change Leadership and Decision Making	15	Report	2000 words	TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates
BUS53623	Contemporary Project Management in Practice	30	Extended Project	5000 words	TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates
BUS62422	Business Research Methods	15	Project Proposal	3000 words	TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates
BUS630_1.1	Equality, Diversity, and Inclusion in the Workplace	15	Report	2000 words	TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates
BUS63123	Exploring Professional Practice	15	Practical (Skills Showcase)	15 minutes	TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates
BUS632_1.1	Business Start-up	15	Report	2000 words	TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates
BUS62222	International Business	15	Academic Essay	3000 words	TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates
BUS63323	Social Innovation, Social Inclusion, and Entrepreneurship	15	Production of podcast	20 minutes	TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates

BUS63423	Capstone Project	30	Dissertation/ work-based project	6000 words	TBC in conjunction with BGU link tutor to reflect cohort start date and BGU board dates
25	Inclusive Practice and Personal Development Planning				
The delivering institution is responsible for supporting students’ learning, both through regular support by the programme team, and any specific skills/learning support needed by individual students. The programme aims to recruit students from a range of backgrounds to promote widening participation. Recruitment includes students from diverse backgrounds and those who do not have English as a first language. The recruitment process is sympathetic to these diverse characteristics and the delivering institution will take steps to determine individual readiness and ensure applicants are on the right programme for their needs and abilities. Induction/transition sessions are included on starting level 4, 5 and 6 to support student expectations of the progressive requirements of each level of study. This is especially important at the start of the programme. For example, students entering this programme following a break in formal education will be supported by the programme team at the delivering institution to make a smooth transition to HE, and where relevant, the delivering institution’s specialist study skills support staff. The delivering institution will offer support to students in personal development and career planning in keeping with its usual provision and facilities for student engagement and student support. This may be enhanced within-programme where appropriate to do so. The delivering institution will operate a tutor system so that each student has a designated tutor, to work with them on personal development planning. Where necessary, the programme team can draw upon the expertise of specialist staff in the identification, assessment, and planning for specific learning needs (such as dyslexia screening), and subsequent support and reasonable adjustments.					
26	Technology Enhanced Learning				
Included within the Library Systems are access to journals and specific subject related learning resources. Module specific elements are laid down within individual modules. Technology enhanced learning is supported and enhanced by structured and systematic use of a VLE. Other applications (such as Microsoft Teams, or similar) may also be used to further augment Teaching and Learning. While all modules adopt an in-person (face to face) learning and teaching approach, technology enhanced learning may be used where appropriate to support and deepen student understanding and outcomes through augmented individual (and/or) group activity. This activity might include for example, directed reading or audio-visual materials to stimulate critical thinking tasks, focussed reflection on practice or specific learning exercises. Mediated online discussion boards may be used to provide a secure forum for sharing thoughts, examples, and reflections. Discussions must be monitored by the programme team. Ethical boundaries will be emphasised, to protect confidentiality. Access to such discussions must be secure and restricted to internal users within the delivering institution.					

The delivering institution will apply relevant codes of conduct about online behaviour and fair use, in keeping with BGU's usual expectations.

27	Work-related Learning and/or Placement
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Opportunities for work-related learning arise at all levels within the programme through the core curriculum design. In line with QAA guidance on Enterprise and Entrepreneurship Education (2018) the programme design provides learning opportunities that are focused on supporting behaviours, attributes and competencies that are likely to have a significant impact on the individual student in terms of successful careers, which in turn adds economic, social, and cultural value to the UK. The 'Contemporary Project Management in Practice' module at level 5, and the Capstone Project module at level 6 afford students an opportunity to undertake a cumulative 40-hour work related learning experience allied to their own interests and career preferences. Throughout the programme, students undertake activities and assignments that use the context of work to develop their knowledge, skills and understanding. In addition to this experience, students are also encouraged to undertake other practice based learning through either / a combination of volunteering, part-time employment or self-employment opportunities within their own time throughout the duration of their programme.

Business, industry and organisation experts are encouraged to work with partners / programme teams to develop initiatives and activities within the programme, examples include assessments based on client-based live projects, case studies, role plays and simulations, field trips (including virtual tours), advice and training in enterprise, business start-up, and commercialisation, all of which, build work related learning opportunities for BA (Hons) Business Studies Students.

28	Employability
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BGU has a strong reputation for developing highly skilled, sought-after, employable graduates. The curriculum has been designed to enhance employability at all levels of study. Employability is seen as an intrinsic aspect of all degree programmes offered by BGU and Graduate Attributes are embedded within each undergraduate programme.

Through working with employers and key stakeholders this programme has been designed to equip students with future-fit skills that will empower them to improve their lives and futures.

Wherever relevant, the programme level Learning Outcomes that describe 'Transferable Skills' are embedded within specific module level Learning Outcomes. Consequently, such generic employability-related skills are often reflected in assignment tasks.

SECTION E - PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements
	Applicants will normally need 96-112 UCAS tariff points (from a maximum of four Advanced Level qualifications) to join the BA (Hons) Business. BGU welcome a range of qualifications that meet this requirement, such as A/AS Levels, BTEC, Access Courses, International Baccalaureate (IB), Cambridge Pre-U, Extended Project etc. This list is not exhaustive, and applicants should explore the range of qualifications in the UCAS tariff that they can use to apply. Potential students in possession of alternative qualifications, transferable credits, or relevant experience will be invited to apply through the University's RPL processes. BGU encourage applications from mature students and recognise that their experience or qualifications are likely to be different. Candidates with other entry qualifications and experience are welcome. The University Admissions Team can advise on their equivalence to the standard entry qualifications. Formal reference should also be made to the Code of Practice for the Admission of Students.
30	Programme Specific Management Arrangements
	<u>General</u> The BA (Hons) Business Studies programme is authored and validated at BGU. It is subject to BGU Codes of Practice and Regulations, including admissions, quality assurance, external examining, and awards. The programme will be managed through the Faculty structure at BGU. It will have a named programme leader within the Business subject team. <u>Collaborative Partnerships</u> Collaborative, academic partnerships are subject to relevant processes and formal agreements being implemented at institutional level. Where the BA (Hons) Business Studies programme is delivered by an external, partner institution, this collaboration is executed under the terms and conditions of individual institutional partnership agreements and the BGU Code of Practice for Collaborative Provision. In keeping with the BGU Code of Practice for Collaborative Provision, whenever the BA(Hons) Business Studies programme is delivered collaboratively with a partner institution, the programme leader at the delivering institution is responsible for the day-to-day organisation of the programme. This involves producing schemes of work and teaching materials, planning and resourcing all teaching, learning and assessment on the programme. The delivering institution will undertake marking and internal moderation. Course timelines and assessment points will be agreed between the delivering institution with BGU, enabling suitable time frames for cross moderation and external examining, and BGU's Module Boards and Boards of Examiners. BGU will be responsible for ensuring that a suitable EE has been appointed. The named programme leader within the subject team at BGU (or delegated) will act as the subject-specialist link tutor. Further detail about the specific responsibilities of link tutors and programme leads at collaborative partner institutions are available in the BGU Collaborative Handbook. The effective management and quality assurance of the programme will be further facilitated and supported by the Academic Lead for Flexible and Distributed Learning at BGU, as per the Code of Practice. The effective management and quality assurance of the programme will be further facilitated and supported by the Academic Lead for Flexible and Distributed Learning at BGU, as per the Code of Practice. The programme will adhere to BGU's Quality Assurance mechanisms and processes including Programme Committee Meetings (three times per year), annual monitoring reports (AMR), and enhancement planning. The programme will adhere to Codes of Practice at BGU/the delivering institution as set out in the institutional agreement.

31	Staff Responsibilities
The programme leader at the delivering institution is responsible for day-to-day organisation, including producing schemes of work and teaching materials, and planning and resourcing all teaching, learning and assessment on the programme. The programme team at the delivering institution remains under the leadership and management structures of their employing institution. Module leadership may be delegated, accordingly. In keeping with the BGU Code of Practice for Collaborative Provision, whenever the BA(Hons) Business Studies programme is delivered collaboratively with a partner institution, the named programme leader within the subject team at BGU (or delegated colleague) will act as the subject-specialist link tutor. This work will be overseen by the relevant Head of Programmes, on behalf of BGU academic faculty. Further detail about the specific responsibilities of link tutors and programme leads at collaborative partner institutions are available in the BGU Collaborative Handbook. Sharing of teaching resources across institutions delivering the same/similar programmes is considered good practice and is encouraged, wherever possible to enhance the teaching and learning on the programme and promote a positive student experience. The effective management and quality assurance of the programme will be further facilitated and supported by the Academic Lead for Flexible and Distributed Learning at BGU, as per the Code of Practice.	
32	Programme Specific Academic Student Support
The delivering institution will be responsible for specific academic support related to this programme, such as IT support, access to VLE and other applications, relevant software, and data bases. The delivering institution will be responsible for the conduct of assessment and associated support for students during the assessment process.	
33	Programme Specific Student Evaluation
The programme complies with current BGU institutional evaluation policies. The delivering institution will enable students to participate in relevant evaluations and surveys. This might be facilitated by BGU, as appropriate to the programme and site of delivery. Under the BGU Code of Practice for Collaborative Provision, where delivered collaboratively, the Programme Committee includes student representation and offers an additional forum for student voice. The delivering institution may augment this with its internal representation and evaluation processes.	

SECTION F – MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

Modules	Programme Outcomes for Level 4																	
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	SPS5	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4	TS5
Organisational Environments	x	x		x						x	x	x	x	x	x	x	x	
Marketing Fundamentals	x	x		x						x	x	x	x	x	x	x	x	x
An Introduction to Human Resource Management	x	x	x	x	x		x			x	x	x	x	x	x	x	x	
An Introduction to Leadership and Management	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	
Finance and Business Performance	x	x	x			x				x	x	x	x	x	x	x	x	x
Innovation and Creativity within Organisations	x	x								x	x	x	x	x	x	x	x	
Project Management and Implementation	x	x								x	x	x	x	x	x	x	x	x
Entrepreneurship and Intrapreneurship	x	x			x		x	x		x	x	x	x	x	x	x	x	

Modules	Programme Outcomes for Level 5																	
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	SPS5	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4	TS5
Digital Marketing Strategies *(Not within core 90 credits therefore does not need to map)	x		x		x			x	x	x	x		x	x	x	x	x	x
CSR & Sustainability *(Not within core 90 credits therefore does not need to map)	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	
An Introduction to Organisational Behaviour	x	x	x	x	x				x	x	x	x	x	x	x	x	x	
Exploring strategy and Risk Management	x	x	x	x	x	x		x	x	x	x		x	x	x	x	x	x
Managing Performance through People	x	x	x	x	x		x		x		x	x	x	x	x	x	x	
Change Leadership and Decision Making	x	x	x	x	x		x		x	x	x	x	x	x	x	x	x	
Contemporary Project Management in Practice	x		x		x	x		x	x	x	x		x	x	x	x	x	x

Modules	Programme Outcomes for Level 6																	
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	SPS5	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4	TS5
Business Research Methods			x		x	x				x	x		x	x	x		x	x
Equality, Diversity, and Inclusion in the Workplace *(Not within core 90 credits therefore does not need to map)	x	x	x	x	x		x	x				x	x	x	x	x		
Exploring Professional Practice		x	x				x					x	x	x	x			
Business Start-up	x	x	x	x	x	x	x	x	x				x	x	x			
International Business	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	
Social Innovation, Social Inclusion, and Entrepreneurship *(Not within core 90 credits therefore does not need to map)	x	x	x	x	x		x	x				x	x	x	x	x		
Capstone Project	x	x	x	x	x	x		x		x	x	x	x	x	x	x	x	x

SECTION G

MAP 2

Graduate Attribute Mapping

Please indicate (with a X) which of the Graduate Attributes that you have considered and where they are considered within the course.

Attribute	Programme Learning Outcomes																	
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	SPS5	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4	TS5
Academic Literacies	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x
Global Citizenship		x		x			x	x	x	x	x	x				x		x
Information Literacy		x			x	x	x			x	x	x	x	x	x	x	x	x
Digital Fluency		x	x							x	x	x	x				x	x
Employability		x		x	x		x	x	x	x	x	x	x	x	x	x		x
Being Enterprising		x	x		x		x	x			x	x	x			x		

Graduate Attributes

GA1. [Academic Literacies](#) This covers the range of academic skills that you develop through undertaking university-level study.

GA2. [Global Citizenship](#) This is about understanding the global context in which you live, study and work.

GA3. [Information Literacy](#) This is about being able to search for, locate, utilise and manage information effectively and ethically.

GA4. [Digital Fluency](#) These are the skills and practices of using digital technology effectively for learning, working and participating in society.

GA5. [Employability](#) This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life.

GA6. [Being Enterprising](#) This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation.

NB the above align to the Employability outcomes on the module specifications

<http://www.bishopg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx>

Approved Modifications to Programme Specification since Approval/Last Review

The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.

QASA Reference	Brief Outline of Light/Minor Modification/ Major Modification <i>(Light/Minor - include level & title of modules & a brief description of modification)</i> <i>(Major - include details of change such as new routes, pathways etc)</i>	Date of QASA Approval (or event)	Approval effective from:	Details of cohort of students who will be affected by the modification <i>(eg students entering Level 5 from September 2016 onward)</i>
BUS/2024-25	Change of Practical assessment to Coursework for modules BUS41523; BUS41623; BUS53523; BUS53623; BUS63023; BUS63223 and clarification of narrative relating to work-related learning.	QA 12.05.2025	April 2025	All levels.

SECTION I

MAP 4

Mapping of PSRB requirements against the Programme

The following should be used as a guide to identify and specify all PSRB requirements that have to be met in order to qualify a learner against the PSRB.

	PSRB Name/Standard:					
	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>
Met?						
Modules Identified in:						
Evidence of Requirement met						
Location of PSRB Approval Document						