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INTRODUCTION

Identifiers (e.g. a, b, c etc.) should be used throughout this document to indicate programme variants which will be advertised independently on UCAS. Pathways within programmes that do not constitute a unique award do not need to be identified formally in this way.

Examples of programme variants include:

a. BSc Computer Science (full-time) – *single honours degree*
b. BSc Computer Science (Part-time) – *single honours variant*
c. BSc Computer Science with a Year in Industry – *single honours variant*
d. BSc Computer Science with a Year Abroad – *single honours variant*
e. BSc Computer Science with a Foundation Year – *single honours variant*
f. BSc Computer Science (Games Development) – *single honours with pathway*
g. BSc Computer Science (Games Development) with a Foundation Year – *single honours with pathway with variant*
h. MEng Computer Science – *integrated masters*
i. MEng Computer Science (Games Development) – *integrated masters with pathway*
j. Diploma Computer Studies – *named exit award*
k. Diploma Computer Studies – *named exit award*
l. BSc Computer Science (Apprenticeship) – *apprenticeship variant to existing approved programme or new academic award created specifically for an apprenticeship*

A	GENERAL INFORMATION
1	**Partner institution** *Please state the name of the partner institution.*
	Grimsby Institute of Further and Higher Education
2	**Programme awards and titles** *State the full list of proposed awards and titles for the programmes and all of their variants using indicators (e.g. a,b,c etc.) to identify each one. If a stage end award title must be different to the final award title, then please include details of this here.* *Note that for an Apprenticeship, this form relates specifically to the approval of the underpinning award only. You will be required to complete Annexe 1 in addition to details the overall Apprenticeship 'programme'.*
	a. BA (Hons) Business Management with Organisational Behaviour b. BA (Hons) Business Management with Accounting c. BA (Hons) Business Management with Marketing
3	**Cluster to which the programmes and their variants belong** *If new, please state NEW. For existing clusters please state the rationale for inclusion.*
	BA Business Management (lead programme in cluster)
4	**Type of programmes**

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Please place the relevant programme identifiers (a,b,c etc.) against each programme type below.		

UG Single honours	a., b., c.	
Integrated Masters		
PG Cert		
PG Dip		
Taught Masters		
Apprenticeship/Work Based Learning		
Dual Award		
Foundation Degree		*Please indicate articulation routes:*
Honours Stage (Top-up)		
Other		*Please detail:*
Is this programme being used to underpin a Higher/Degree Apprenticeship	Y/N	*Please ensure that Annexe 1 is completed*

5	**Validation category** *Please tick to indicate whether this is a Franchised, Consortium or Validated (set of) programmes.*

Franchised	
Consortium	
Validated	a., b., c.

6	**UCAS codes** *If known, please include the UCAS code for these programmes.*
	a. N2N3 b. N1N4 c. N2N5

7	**HECoS codes** *If known, please include the appropriate HECoS codes for the programmes.*
	a. 100089/100079 b. 100089/100105 c. 100089/100075

8	**Awarding Institution**
	University of Hull

9	**Locations within Partner Institution** *State the schools/ subject areas that will have overall responsibility for the management, administration and quality assurance and enhancement of the programmes.*

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	School of HE Business Faculty of Commercial Enterprise
10	**Partner Institution Programme Leader's name and email** *Please identify one lead person per programme.*
	a. Nick Wragg - wraggn@grimsby.ac.uk b. Nicola Pattinson - pattinsonn@grimsby.ac.uk c. Amanda Boyd - boydam@grimsby.ac.uk
11	**University Link Faculty and School** *Please state the primary link faculty and school at the University of Hull*
	Faculty of Business, Law and Politics, Business School
12	**University Link Faculty Academic Contact** *Please provide a contact name, title, address, email and telephone number*
	Dr Jean Kellie j.kellie@hull.ac.uk
13	**Locations of delivery** *Using the relevant programme identifiers (a,b,c etc.), please indicate the locations of delivery of each programme.*
	<table><tr><td>Hull</td><td></td></tr><tr><td>Off campus UK</td><td>a., b., c.</td></tr><tr><td>Off campus overseas</td><td></td></tr><tr><td>Online</td><td></td></tr><tr><td>Other (please specify)</td><td></td></tr></table>
14	**Types of Study** *Please place the relevant programme identifiers (a,b,c etc.) against each type of study.*
	<table><tr><td>Full-time</td><td>a., b., c.</td></tr><tr><td>Part-time</td><td>a., b., c.</td></tr></table>
15	**Modes of study** *Please place the relevant programme identifiers (a,b,c etc.) against each mode of study.*
	<table><tr><td>On campus/blended</td><td>a., b., c.</td></tr><tr><td>Blended (face-to-face & online)</td><td></td></tr><tr><td>Distance-taught (online only)</td><td></td></tr><tr><td>Distance-taught (flying faculty)</td><td></td></tr></table>

	Off-campus delivery		
	Other (please specify)		

16	**Duration** *Using the relevant programme identifiers (a,b,c etc.), please indicate the total number of years that students will be registered on each programme and its variants e.g. 3 years full-time, 6 years part-time.* *For apprenticeships, please also indicate the total apprenticeship programme duration for clarity – e.g. 36 months for underpinning award, total programme duration of 40 months including End Point Assessment (EPA)*
	a., b., c. 3 years full time a., b., c. 6 years part time
17	**Trimesters** *Please place the relevant programme identifiers (a,b,c etc.) against each trimester to be used.*

Trimester 1 – T1	a., b., c.
Trimester 2 – T2	a., b., c.
Trimester 3 – T3	

18	**Number of weeks per academic year** *Using the relevant programme identifiers (a,b,c etc.), please indicate the number of weeks per trimester each programme and variant will use and the total number of weeks per academic year.*
	a., b. ,c. Trimester 1 – 9 weeks (plus 2 weeks of assessment) Trimester 2 – 8 weeks (plus 2 weeks of assessment) Trimester 3 – 8 weeks (plus 2 weeks of assessment)
19	**Balance of credits across trimesters** *Using the relevant programme identifiers (a,b,c etc.), please indicate the balance of credits each programme and variant will use, e.g. 60 credits per trimester.*
	Full time students must complete 40 credits in trimesters **Part time students must complete**: Year 1 – T1 20 Credits / T2 20 Credits / T3 20 credits Year 2 – T1 20 Credits / T2 20 Credits / T3 20 credits Year 3 – T1 20 Credits / T2 20 Credits / T3 20 credits Year 4 – T1 20 Credits / T2 20 Credits / T3 20 credits Year 5 – T1 20 Credits / T2 20 Credits / T3 20 Credits Year 6 – T1 20 Credits equivalent / T2 20 Credits / T3 20 Credits equivalent* * In Year 6 the Dissertation or Small Business Plan delivery and assessment is undertaken in T1 and T3 hence each is 20 Credit equivalent as the full Dissertation or Small Business Plan is 40 Credits

20	**Classification weighting**
	Using the relevant programme identifiers (a,b,c etc.), please indicate the classification weighting for each programme and variant, e.g. 30:70 (Diploma:Honours).
	a., b., c. Diploma stage: 30% Honours stage: 70%
21	**Progression arrangements for Integrated Masters and/or Preliminary Stage** *Using the relevant programme identifiers (a,b,c etc.), please indicate the point at which students can step on/off the Integrated Masters and what rules govern this (e.g. students must achieve a minimum of 60% at Level 5 to progress onto the Integrated Masters).*
	N/A
22	**Professional, Statutory or Regulatory Bodies** *Please provide the names of any accrediting or reviewing professional, statutory or regulatory bodies which will, or are expected to, recognise or accredit the programmes alongside the level and type of expected accreditation, with dates of approval where appropriate.*
	N/A
23	**Relevant Subject Benchmark Statements** *State those subject benchmarks that are most relevant to the programmes and have been drawn upon in its design. It may be appropriate to use more than one QAA Subject Benchmark Statement, in which case give details. In those cases where no subject benchmarks apply, not applicable should be entered as opposed to omitting the section or leaving it blank. QAA subject benchmark statements exist for Honours degrees in most disciplines, and for Masters degrees in a small number of disciplines.*
	QAA Subject Benchmark Statement for Business and Management (2015)
24	**Other references used in designing the programmes** *e.g. service groups in health-related areas; industrial expert advice; other external stakeholders etc.*
	A broad range of external employers/organisations consulted in the module design stage. Consideration of external professional qualifications have been considered with the design of the programme, for example: AAT, CMI, CIPD, CILT Feedback and comment from current and past students Secondary and Further Education qualifications considered to inform progression Professional judgement of existing experienced University Centre Grimsby staff Advice and guidance from University of Hull partner academic contacts Advice and guidance from External Examiners
25	**Anticipated student numbers** *Please indicate using the relevant programme identifiers (a,b,c etc.) the anticipated cohort numbers for the first three years' intake onto each programme.*

Identifiers	First intake		Second intake		Third intake	
	Home/EU	Overseas	Home/EU	Overseas	Home/EU	Overseas
a	8	0	8	0	8	0

	b	8	0	8	0	8	0	
	c	8	0	8	0	8	0	

26	**Minimum number of students** *Please indicate the minimum number of students required for this programme(s) in order to allow for the use of optional modules within the programme design.*

27	**Programme cohort start dates** *Using the relevant programme identifiers (a,b,c etc.), please indicate the cohort start dates for each programme and variant.*

T1 – 2019	a., b., c.
T2 – 2019	
T3 – 2019	
T1 – 2020	
T2 – 2020	
T3 – 2020	
T1 – 2021	
T2 – 2021	
T3 – 2021	

B	**PROGRAMME DESIGN** *Please ensure that where necessary, each section below clearly identifies differences/additions for each programme and its variant using the programme identifiers (a,b,c etc.) allocated in section A2 of this form.*

28	**Programme Rationale and Overview** *Provide a brief introduction to and rationale for the programmes, identifying the distinctive/salient features and the 'big ideas' that thread through their design. Please identify three to five high level 'big ideas' articulating the key ideas and ways of thinking, practising and knowing that lie at the heart of the key disciplines or areas of practice encompassed by each programme and its variants. Literature suggests that these are likely to be fundamental to learning within the discipline and will change the ways in which students think and act in a transformative way. For example, what changes are necessary for a student to move from leaving with a degree in social science, to becoming an emergent social scientist, or leaving with a degree in design to becoming an emergent designer?*
	The study of business and management is dynamic, challenging and often diverse. The complex world of business means that the topic is constantly changing and adapting. This degree has been written to ensure that the themes included are credible and relevant to the graduate market. Modern business practices are included within the programme to enhance the knowledge and skills of the student and allow them to embrace the digital era. On this degree the student will prepare for a career in this ever-changing business environment which will equip them with leadership skills and organisational management capabilities. Giving a unique perspective to today's complex interlinked business world students are progressively engaged with the ways of thinking and practicing of the effective business manager. Therefore, this programme offers three distinct pathways – accounting, marketing and organisational behaviour - and has been developed with careful consideration to create a degree that challenges the student to question the complex business world and to provide students with an in depth knowledge of the business and management sector at a local, national and global level. This degree has been created in partnership with students past and present, colleagues, different professional awarding bodies and a range of employers to ensure the content is as appropriate as possible.

This degree has been designed and constructed with a common first year covering core business modules created to provide an underpinning for the pursuit of all relevant management pathways. Students will then pursue one of the three pathways during years 2 and 3 whilst covering a range of business topics and themes that are 'common' to all businesses. Students at level 6 will also have the opportunity to choose the dissertation or a small business plan as their final year project - the dissertation offering a more traditional route for a student who wishes to research a particular business area of interest, or the small business plan, which will enable those students wishing to start their own business to develop the skills necessary. Students on each pathway will study specialist modules in their chosen area.

Business Management with Organisational Behaviour has been created for the student to develop their capacities ready for a career involving people oriented and problem solving business management. Students will learn skills that will provide opportunities in careers such as business start-up, management within organisations as well as consultancy and analysis. The modules within this pathway include some common modules across all 3 pathways and some specialised modules aimed at organisational behaviour as a specific specialism.

Business Management with Accounting is designed to equip students with an in-depth understanding and knowledge of accounting in business. Students will study some common modules on this pathway but will also study specialised accounting modules. It will provide students with an overview of accounting that will enable them to pursue a career in accounting in a variety of differing accounting roles and is aligned to professional accounting qualifications.

Business Management with Marketing students will be equipped with the skills, knowledge and understanding to pursue a career in a variety of different marketing roles. Students will study common modules on this pathway and specialised marketing modules which will explore and examine the digital marketing realm whilst underpinning their skills with theory, to enable them to develop these skills in a practical manner and be able to work effectively in a marketing business environment.

Personal development and self-management is a common thread throughout the programme in order to allow students to develop in confidence and capability, leaving with a range of transferable skills to a core array of business sectors, such as; private, public sectors and other such business related professions such as accountancy, personnel, consultancy, business start-up, marketing and administration.

Business weaves itself through the fabric of society, however, arguably, business has a unique element and this is due to how every sector, and every industry is a business. The degree captures what is rich about life and provides all students with an underpinning knowledge. Students develop confidence in being able to perform simple tasks such as being able to talk to a bank manager, deal with a customer in a supermarket or motivate themselves to engage with the world of work, whilst refining more sophisticated skills in dealing with more complex problem solving. Students increasingly engage and develop capacities in the ways of thinking and practising of management, including interaction with industry, finance and the graduate labour market, whilst also being able to grasp holistically the place of business and their own role within the business world. This encourages an aspirational mind-set towards key and current themes such what is considered core business, marketing, accounting and people management but supplemented with dynamic topics such as coaching and mentoring and management consultancy towards an outcome of maximising student employability.

The programme utilises a range of complementary modules. In order to enable students to develop a deep and analytical knowledge and understanding of both the theories and practice related to business and management. Inherent within the programmes is the theme of enterprise which is pervasive throughout. There is an emphasis on employability and ensuring the student progresses through the stages developing

and gathering skills that will enable them to graduate and move onto further education, employment, graduate schemes and self-employment.

A recognition of the role that e-learning is fundamental in the modern business world and society and offers essential additional skills and is also reflected within many of the modules and this will enable students to further enhance their transferable skills and move towards achieving their personal and professional goals.

Particular emphasis will be on:
1. Deep understanding and knowledge of the main functional areas of business and management and the relationships between these and their application in the changing external environment;
2. Identification and demonstration of a range of business knowledge, skills and attributes in a range of diverse and relevant subject areas;
3. Enhancement of lifelong learning skills and personal development, management of self-appropriate to higher education and 'management' in its broadest sense;
4. Development of enterprise and employability skills;
5. Enhancing capacity to develop their own perspectives to the subjects of business and management, be able to work proactively and independently, deal with uncertainty and complexity, explore alternative solutions, problem solve and demonstrate critical evaluation to integrate theory and practice in a wide range of situations.

Upon successful completion of the degree, graduates will be equipped with the knowledge and skills to balance academic standards and underpinning theory with application in a practical organisational setting. Students will then be able to pursue a new career, or advance an existing one, in business and management related roles within the private or public sectors with confidence or work for themselves. Further study will also be an option with one of the many professional accountancy bodies, such as The Chartered Association of Certified Accountants, The Chartered Institute of Management Accountants, The Institute of Chartered Accountants, etc. Her Majesty's Revenue & Customs also offer a graduate entry scheme to their Tax Professional Development Programme. In addition, many marketing professional bodies such as the Chartered Institute of Marketing, the Chartered Institute of Public Relations, and Direct Marketing Association. All of these qualifications can be undertaken whilst in employment, so offering the possibility of relevant work experience.

29	**Programme Aims**
	As a guide, you should have four to six programme aims.
	Please remember to include any additional programme aims for the programme variants listed on this form using the identifiers allocated in section A1 of this form.

	The aims of this programme are to:
	1. Develop students' understanding of a wide range of organisations including private, public and not for profit encouraging evaluation of their management, the economy and the business environment whilst preparing them with appropriate transferable skills for a career in a variety of roles within business and management or to equip them with the skills to create a business start-up
	2. Develop and enhance a wide range of business skills including people management, personal attributes self-awareness and business knowledge that equip graduates to become effective global citizens in a changing and dynamic business world.
	3. Build an understanding of the fundamental nature of organisations, including internal and external drivers such as purpose, structures, leadership, governance, and management, together with the individual and corporate behaviours and cultures that exist within and between different organisations and their influence upon the differing environment.

	4. Provide an insight and develop knowledge and skills in marketing and sales, considering different approaches for segmentation, targeting, positioning, generating sales and the need for innovation in product and service design with a further focus on the management of external customers and their expectations developing excellence in customer service and the application of the internal customer concept. 5. Develop students understanding and practical skills of finance including the sources, uses and management of finance and the use of accounting and other information systems for planning, control, decision making and managing financial risk. 6. Develop student's employability and enterprise capability and to ready them for a career in graduate level management within the various business sectors and therefore enable them to become active participants in the graduate labour market.
30	**Programme Outcomes** *As a guide you should have six to eight programme outcomes.* *Please remember to include any additional programme outcomes for the programme variants listed on this form using the identifiers (a,b,c etc.) allocated in the Award section. Where relevant, please cross-reference your programme outcomes to the relevant QAA subject benchmark statements and professional, statutory and regulatory body requirements.* *Programme outcomes reflect the overall expectations of student learning for a full programme award. Consideration must also be given in their design to the expectations of student learning at each programme stage. At each of these potential exit points, a defined set of programme outcomes achieved at the relevant level (e.g. level 4,5,6) will identify the stage outcomes that will constitute the achievement of an intermediate programme award. These stage outcomes must be clearly articulated in the curriculum maps (Section F) to ensure that students who exit with lower qualifications have demonstrated the requirements for that qualification. Stage outcomes in the curriculum map are those programme outcomes that are fully met or partially met in two or more modules at the relevant stage.* *Reference: University of Hull Learning Outcomes Tool*

On successful completion of this programme, students will be able to:

POs	Programme Outcome Text	Programme/ Variant Identifier
PO1	Critically evaluate types of organisation and the political and economic environmental and organisational behaviours through which they operate (3.2, 3.4, 3.5, 3.7.1, 3.7.4, 3.7.5, 3.7.6, 3.7.13)	a,b,c
PO2	Apply business research principles and academic skills to workplace practice; critically analysing their worth in a generic global business setting (3.8, 3.9.3, 3.9.6, 5.4.2, 5.5.2)	a,b,c
PO3	Apply theories of business and management to practical contexts, critically evaluating the dynamic and changing local, national and international business environment. (3.2, 3.5, 3.6, 3.7.1, 3.7.11, 3.7.13, 3.8, 5.4.1)	a,b,c

PO4	Investigate and critically analyse data from information systems including financial markets and other key financial data for the purposes of developing business intelligence to enhance organisations through constructive change and development. (3.7.1, 3.7.4, 3.7.8, 3.9.3, 3.9.6)	a,b,c	
PO5	Critically appraise commercial opportunities for business innovation and enterprise development, in consideration of a range of stakeholder needs, political and ethical social responsibilities. (3.5, 3.7.2, 3.7.7, 3.7.10, 3.7.11, 3.7.12, 3.7.13, 3.9.4, 3.9.5)	a,b,c	
PO6	Conduct academic and business research with minimal supervision, demonstrating self-management of time and resources to synthesise knowledge through the collation, analysis and interpretation of theory and data to generate new concepts or ideas. (3.9.2, 3.9.3, 3.9.14, 3.9.15, 3.9.16)	a,b,c	
PO7	Critically evaluate organisational management principles including coaching and consultancy within a practical context. (3.6, 3.7.5, 3.7.6, 3.7.13, 3.8, 3.9.1, 3.9.2, 3.9.4, 3.9.5, 3.9.7, 3.9.8, 3.9.9, 3.9.10, 3.9.11, 3.9.12, 3.9.13, 3.9.14, 3.9.15, 3.9.16)	a	
PO8	Critically evaluate approaches to people management and team working, optimising the effects on the operational performance of the business. (3.6, 3.7.5, 3.7.9, 3.9.1, 3.9.4, 3.9.7, 3.9.8, 3.9.11, 3.9.12)}	a	
PO9	Critically analyse and deploy marketing information to inform strategic and operational decision-making. (3.7.1, 3.7.2, 3.7.3, 3.7.11, 3.9.3, 3.9.4)	c	
PO10	Critically apply and synthesise a range of approaches for market analysis, market development and access, meeting and exceeding the expectations of customers in the evolving digital environment. (3.7.1, 3.7.2, 3.7.3, 3.7.9, 3.7.10, 3.7.11, 3.9.3, 3.9.4)	c	
PO11	Demonstrate a practical and critical approach to financial control systems, governance and ethical issues as they apply to strategic decision-making within the organisation. (3.4, 3.5, 3.7.4, 3.7.10)	b	
PO12	Critically analyse and evaluate financial risk using accounting and information systems within organisational management. (3.2, 3.7.4, 3.7.7, 3.7.8, 3.7.10, 3.7.11, 3.9.2, 3.9.6)	b	

31	**Learning and Teaching Approach**
	Please outline your proposed approach to learning and teaching. This should not be a list of types of teaching, but should provide an explanation as to how you will teach and students will learn and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed pedagogic approach is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to learning and teaching (disciplinary pedagogies) that will underpin the educational experience of the programmes and will support the types of students that you are expecting to attract.

The learning and teaching of the programmes focuses on developing and enhancing student capacities in the ways of practising associated with organisational management – while still encouraging creativity to innovate in the above. A pervasive element is the two directional approach between theory and practice. Alongside this, there is of course alignment with the QAA' business Management Subject Benchmark Statement.

Business and Management is a diverse subject and therefore requires a wide range of teaching and assessment methods. The evolving nature of the digital world and the impact on the ever-changing business domain lends itself to a variety of contextualised assessments, teaching methods that incorporate practical scenarios and situational case studies which are 'strongly' aligned to the demands of the workplace. Pedagogical emphasis is on providing the students with the necessary transferrable skills, attributes, attitudes and behaviour that is necessary to fulfil their work/life aspirations.

Learners will benefit from smaller class sizes due to the average intake on these programmes that will provide them with support and guidance in their studies often on a one to one basis. Students will further benefit from a range of guest lectures from industry experts, practical workshops and employability fairs to maximise the learning experience. The approach will vary between theoretical, analytical and academic pedagogies, and practical and experiential approaches.

The use of self-directed learning, as learner's progress through levels 4, 5 and 6, will allow students to develop their independent study skills and increase their evaluation and analytical skills.

Across all modes of delivery traditional and digital, the following teaching methods will be deployed:

Lectures, seminars, workshops, field work, employability related learning, employer based case studies, 'live' or 'real' world projects. Guided learning, study trips, simulations, practicals, discussion groups, virtual forums, business mentoring, business start-ups.

At level 4, students will gain an introduction to core subjects and develop the ability to improve confidence by identifying, describing and comparing key themes in the field of introductory business management.

At level 5 students build upon level 4 experience and learning in terms of critical analysis of information and concepts in a business applied setting, those on BA Business Management with Accounting will have this contextualised within a financial framework, whilst those on BA Business Management with Marketing will have this contextualised within the marketing and buyer behaviour applied situation.

At level 6 students will build, develop and enhance the underpinning knowledge and learning from level 4 and 5, gaining capacity to synthesise and critically evaluate theory and practice with regards to organisations and their decisions, and developing further their employability skills as business management graduates.

	Those undertaking BA Business Management with Organisational Behaviour will do this within a company or relevant sector setting. BA Business Management with Accounting will do this within a financial context and those specialising in BA Business Management with Marketing will do this within a marketing and communications framework.
32	**Assessment Approach** *Please outline your proposed approach to assessment. This should not be a list of types of assessment, but should provide an explanation as to how you will assess and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed assessment strategy is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to assessment.*
	The assessment approach through its design ensures the student's breadth and depth of knowledge, aid and enhance understanding of the subject of Business and Management. The assessment methods combine traditional and innovative formats and the assessment scheme will incorporate opportunities for formative assessment and feedback to ensure students are able to achieve module outcomes effectively. Assessments – these developed in close conjunction with employers, students and academic staff and partners to ensure the appropriateness in relation to developing transferable skills relevant to business and organisations. At level 4, students will begin to develop the skills of producing reports, delivering presentations and other forms of communication, not only of content relevance but also with professional competency in terms of how they structured for the reader. Students will expand upon this at level 5 and 6 graduating with the capability in the field of producing work of a professional and managerial standard, innovative assessment methods allowing students to demonstrate their progress and abilities in these areas and be open to new formats in an ever changing and a learning business environment.
33	**Key Areas of Study** *Please describe the key topics and foci of study of the programmes proposed on this form. This information can potentially be used as a basis for additional programme marketing material, so please keep the target audience of students in mind.*
	Business Management is a diverse subject area that covers a wide range of business topics in a local, national and international context. The following indicative content fields are engaged within this course: At level 4 students will engage and develop an introductory understanding of business management with further development at level 5 and 6, including people management essential to any successful organisation and including but not exhaustive – investigating effective communications, working independently and in teams, managing self and motivating others and culture within the workplace. Further to this, the student will develop problem-solving skills such as – understanding issues that impinge on businesses and providing students with the ability to develop skills that enable them to develop ideas and practical solutions how these issues can potentially be addressed and resolved. Students will take part in active research and theory application such as – the ability to analyse, synthesise and evaluate a range of business data, sources of information and appropriate methodologies, including digital literacy, using the evidence for decision-making. Students will also be prepared to take an active part in innovation – the ability to act creatively and entrepreneurially to generate and articulate ideas for business opportunity development. Students will gain the opportunity to undertake meaningful business analysis such as – the ability to investigate and process

both qualitative and quantitative data to derive meaning for the direction of the organisation. Students will explore and discuss business markets and the investigation development and participation in markets for goods, resources and services. Organisational behaviour is fundamental to any successful business and students will have the opportunity to participate in identifying and investigating the design, behaviour and development of organisations, examining cross- cultural issues, change, diversity and values. Operations – exploring and critically evaluating the management of resources, the supply chain, procurement, and logistics, outsourcing and quality systems. Business policy and strategy – investigate and critically evaluate appropriate policies and strategies within a changing environment to meet stakeholder interests, the use of risk management techniques to maximise the achievement of strategic objectives. Business innovation and enterprise development – developing new ideas, new products or services or updating and enhancing existing products and services. Social responsibility – develop an understanding of corporate social responsibility, sustainability and managing responsibly, ethically in relation to social, cultural, economic and environmental issues.

Students studying the more specialised area within BA Business Management with Marketing at levels 5 and 6 will further develop their understanding and engagement with marketing and sales – different approaches to long standing and modern techniques relating to segmentation, target markets and audiences, positioning generating sales and the need for innovation in product and service design. Customers – investigate and evaluate customer expectations and concepts, managing the relationships and development of excellence in customer service. Communications – examining and critically analysing the use of relevant communication within business and management, exploring a range of digital tools, the development of digital business and the rise of the digital environment that has changed and shaped the traditional business models.

Students studying the more specialised area within BA Business Management with Accounting at levels 5 and 6 will further develop their understanding and engagement with Finance – appraise the sources of finances and their importance in strategic and operational decision making. Uses and management of budgeting and finance – these will be evaluated and analysed in a practical and applied manner. With further debate on how these concepts applied in internal planning, control and decision-making. Processes – traditional and advanced process concerning professional accounting and interaction with the specific authorities.

34	**Curriculum Structure** *In this section, please explain how the content of the curriculum described above will be organised and why. Your discussion should include information on:* • *Progression: how the curriculum promotes an organised progression so that the demands on the learner are progressive in terms of intellectual challenge, skills, knowledge and learning autonomy;* • *Coherence and Integrity: the overall coherence and intellectual integrity of the programmes and student experience.* *Note: A diagrammatic structure is often helpful to establish the composition of a programme.*
	At Level 4, students acquire the introductory skills and knowledge required for academic and professional success, including research for writing, using data and analysing statistics, relevant academic theory and an introduction to generic business subject areas. Whilst sessions are rich with student-led activities, the content is tutor-driven to guide students through this introductory level and underpins what knowledge and learning at levels 5 and 6. This enables students to develop their analytical skills in more depth, and improve in terms of criticality and evaluation.

At Level 5, students build upon level 4 basic skills and general knowledge and understanding to develop their ability to learn through live research and student-led discussion, as the content shifts towards a more even balance between tutor and student-led content. Level 4 core skills and knowledge as well as academic skills will enable students develop further business knowledge and understanding and critically analyse business theory in relation to real life examples in order to specialise in as well as develop an in-depth understanding and practical application of business and theory. Students on the Business Management with Marketing pathway will specialise further in core marketing subjects using basics learnt at level 4 and application in the marketing business setting. Students on the Business Management with Accounting pathway will undertake specialised accounting modules that will build on basic book keeping and computerised accounts learnt at level 4 and enable students to develop a deeper knowledge and understanding of core accounting principles and application to business.

At Level 6, the focus for students is the final dissertation or small business plan and what has been learnt at levels 4 and 5 will enable application and synthesis of knowledge and understanding. Compulsory and optional modules at level 6 will combine to ensure comprehensive relevant learning for each specific pathway. Subjects build upon what is learnt at level 4 and 5 and students will be able to critically evaluate, problem solve and synthesise what has been researched, taught and learnt in order to assess and critique effectively the impact of business theory on business practice. At this level, the balance shifts again to student-led but tutor-facilitated sessions and projects.

Students on the Business Management with Organisational Behaviour pathway will study generic business modules at level 5 and core modules at level 5 and 6 in the discipline of people/organisational management, behaviour and consultancy and be given a choice of a set of optional modules at level 6 which will enable them to develop the knowledge and understanding required to apply to their final research projects

Students on the Business Management with Marketing pathway will study generic business modules at level 5 and core marketing modules at level 5 and 6 and given a choice of a set of optional modules at level 6 to be able to apply skills, knowledge and understanding learnt in their final research projects.

Students on the Business Management with Accounting pathway will study generic business modules at level 5 and core accounting modules at level 5 and 6 and given a choice of a set of optional modules at level 6 in which they will be able to apply skills learnt into their final year dissertations and projects.

35	**Compensation/Condonement rules** *Using the relevant programme identifiers (a,b,c etc.), please list any modules included in this application that are core for each programme and variant (i.e. modules defined as core in the curriculum map).*
	All finance modules on all strands will be non-compensatable due to rigour around transfer to professional accounting programmes and awarding bodies – e.g. AAT/CIMA Financial Accounting – level 4 Management Accounting – level 5 Financial Accounting for Limited Companies – level 5 Financial Auditing – level 6 Financial Performance and Ethics – level 6 All finance modules on all strands will be non-condonable Financial Auditing – level 6 Financial Performance and Ethics – level 6
36	**Internationalisation**

	'Internationalisation is a key feature of the UK HE agenda [and…] represents the preparation of all UK HE graduates to live in, and contribute responsibly to, a globally connected society' (HEA, 2014). Please outline the programmes' approaches to internationalising the curriculum.
	As an institution, Grimsby Institute Group recognises the increasing need for internationalisation of the curriculum to produce students who are flexible and able to adapt to changing global contexts.

Individual programmes ensure they embed transferable skills to enable learners to engage with their subject specialism nationally and internationally, reflecting the needs of employers. Graduates should emerge with the competence to communicate and compete in a diverse and rapidly changing global context.

Business by its nature is not appropriate as a study in isolation and therefore globalisation and internationalisation is inherent within the programme. Core subjects such as global economics and politics and global marketing will specifically investigate the globalisation phenomenon and identify global human resources and practices. However all modules will have some link to internationalisation and discussions around business in a global context.

The level 4 module Business Environment will cover some basic knowledge and understanding of the local, national and international business economic and political world, discussing world politics and how they influence and impact on the United Kingdom (UK) business world. Examples used to illustrate the economic environment will be on a global scale due to the nature of companies setting up franchises and corporations in the UK in order to enable students to develop a deeper understanding of the global business world.

Level 5 modules Employment law and marketing principles will further enhance the globalisation theme throughout the degree, with discussions around how European laws impact upon decision making in the UK and marketing on a global scale. Furthermore, the accounting module international financial regulations will increase students' knowledge in the law of accounting principles and how these laws will need to be adhered to on a global scale and the impact upon business.

Level 6 modules all carry a global theme inherent within them, through the choice of examples used, the very nature of business management, the digital era has opened up the world to global trade on a far bigger scale, and therefore it is impossible not to discuss business at a global level. Specific modules Global marketing and Global Economics and Politics will specialise further on business practices on a global scale with sustainability identifying and evaluating further. |
| 37 | **Inclusivity**
Please indicate how you will ensure that your curriculum is inclusive. An inclusive curriculum reflects an awareness of both the diversity of learners and their learning needs and experiences. This is incorporated into curriculum design through modes of interaction and assessment as well as course content. Each disciplinary area may have different approaches; however, a common starting point should be the nine protected characteristics as outlined in the Equality Act 2010. All publicly funded educational institutions are required to meet the Single Equality Duty 2011. |
| | The needs of learners with disabilities inherent in the design of all learning programmes, as per the requirements of the Equality Act 2010.

Students will be 'screened' at induction to identify those with individual learning support needs. The Institute has well-established procedures in place to support all identified students through the application and assessments for the Disabled Students' Allowance to secure any specialist equipment or tuition that is required. All students identified attend a meeting for advice and support through the DSA procedure. |

	Each student is entitled to one tutorial per semester with the programme leader to discuss individual issues relating to both modules and the programme overall. In addition, the Institute employs a range of strategies to support students in the development of their study skills abilities and includes interventions such as support towards use of ICT, giving presentations, using formal writing and appropriate academic conventions, avoiding plagiarism, analytical and critical writing skills. Students have access to one-to-one support and furthermore they will have timetabled study skills workshops. Within the Faculty of Commercial Enterprise, curriculum content reflects a broad and inclusive ethos. Emphasis is placed on individual interpretation of projects and themes, with students encouraged in taking responsibility for their own learning. Curriculum is designed to ensure that all learners have equal opportunity to participate in all aspects of programmes, regardless of disability, age, race, religion or gender. The learning and teaching approach is designed to be inclusive and celebrates diversity within the student body. The Faculty also places strong emphasis on response to the student voice as a mechanism to incorporate inclusivity. Student feedback is gathered at the end of each module, and at various student representative meetings. It is acted on, where necessary, and fed into the quality cycle. Representation of gender, race, nationality, sexuality, disability, etc. is a recurrent theme, within business and management; strategic human resources for example will include employment law covering all aspects of EU and UK law.
38	**Employability** *Please outline the approach taken by the programmes to engage students in gaining employability skills.*
	The focus on employability is driven institutionally and at programme level. As an institution, Grimsby Institute Group students benefit from a designated employability officer, who runs dedicated HE events and workshops. An alumni association provides networking contacts for employment and internships. Employability is inherent within the programme from level 4 through to level 6; all modules are designed with an employability theme, ensuring that students are learning relevant knowledge that can be applied to the work place. More specifically in the level 4 module research and study skills students are equipped with transferable skills designed to help them complete their assessments throughout the degree but also to use these skills (for example; report writing, presentations, research and more) in a work setting. Level 5 continues the theme of employability throughout the core modules but specifically within the managing the self-module, which is designed to encourage students to learn about themselves and manage their own expectations. Career planning and progression is specifically designed to cover a range of employability skills and equip students with the necessary information, guidance and skills to progress into the world of work. Level 6 enables students to develop employability themes further within the modules, with emphasis on a range of potential career paths, for example, the management consultancy module has been designed to enable students the opportunity to consider working independently and provide advice and guidance to employers and business owners. Coaching and mentoring continues this theme and again gives a unique opportunity for students to consider different career paths, whilst all other modules are designed with employability of the students in mind. Business graduates are able to enter a range of professions after graduation, graduate training schemes are encouraged and students are supported through applications, guest speakers and employers are invited in to provide information on opportunities that arise. Students are able to undertake administration roles,

	business analysts, finance, human resources, marketing, self-employment and consultancy roles. Students will also have the opportunity to undertake internships with the local council and placements around the UK and overseas. The Programme Leader and Employability Officer are also continuing to develop further opportunities in terms of guest speakers and external placements.	
39	**Student engagement in curriculum and pedagogic design** *Please outline how students have already been and will continue to be involved in curriculum and pedagogic design.*	
	Student engagement is built into the curriculum design process at GIG. Representatives attend each semester faculty and programme team meetings to give input on curriculum design, as well as whole cohort feedback in the form of module evaluation questionnaires, which then inform module delivery. Changes are then signalled in subsequent module handbooks, clearly indicating to students where their feedback has been acted upon and fed forward into programme development. They have been consulted, both formally and informally, via questionnaires and focus groups in the design of the revised BA (Hons) Business Management programmes with the 3 pathways in Organisational Behaviour, Marketing and Accounting based on their experiences of the programme.	
40	**Ethical issues and risk** *Programmes may deal with issues that are sensitive or involve ethical considerations. Our institutional duties of care extend to all involved in learning and teaching. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed (include evidence of support from ethics committees and risk assessments as appropriate).*	
	Maintaining the highest standards of teaching and learning are fundamental aims of the Grimsby Institute Group. Grimsby Institute Group has clear and transparent policies and procedures in place for ethical review of research. An appropriate ethical framework is incorporated throughout programme and module design to uphold the highest standards of academic integrity. The Institute's Ethics Committee is made up of a panel of academics and Quality representatives. It is responsible for the ethical scrutiny of research proposals and practical project work, which ensures that a discussion of potential issues of ethical concern takes place before a project commences. It also ensures consistency of approach to ethical concerns. The ethical framework is used alongside the Institute's existing codes, policies and guidance documents, and guides students in how to act with integrity and use good judgment at all times.	
41	**Sensitive issues and safeguarding** *Universities develop and deliver programmes which deal with issues that may be sensitive or require students to explore issues which may be potentially controversial, for example relating to child abuse, sexual violence, radicalisation and terrorism. As with research, our institutional duty of care extends to all involved in learning and teaching and all related activities which staff and students may engage with. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed to ensure a safe environment is maintained for all concerned.*	

42	Other information/programme special features
	Please provide any other information about these programmes not included above. This may include information about field trips and their arrangements, special opportunities on offer for students (e.g. forest schools qualifications) and specific student support arrangements associated with these programmes.
	As part of the programme students are encouraged to attend two field trips at an extra cost to the student to per year, one to an overseas location and one to London to explore the financial and retail industry.

C	RECRUITMENT AND ADMISSIONS INFORMATION
43	Proposed marketing strategies
	Please highlight any factors that you think may assist in helping the marketing team with their strategy for promoting your programmes.

All Grimsby Institute students benefit from small group sizes and high levels of support and access to staff. Tutors are all subject specialists with industry experience in their disciplines, and commit to carrying out industrial updating as well as research and scholarly activities.

As well as GIG's usual marketing strategies, the Programme Leader will continue with the following actions already being implemented for the 2017-18 academic year and beyond:

1. **Networking with local, national and international businesses**
   The business hive in Grimsby offers many opportunities for students to attend careers events aimed at enabling them to explore self-employment or work with employers to develop skills, build relationships and potentially secure jobs or explore employment opportunities
2. **Progression Events for FE colleges and Sixth Forms**
   In addition to events with our own FE learners, there are a series of master classes and taster sessions arranged throughout the year with local schools and sixth forms.
3. **Local Media**
   GIG's marketing department are writing articles on success stories within the degree. These are to be submitted to local newspaper Grimsby Telegraph in the hope of generating interest.
4. **Social Media**
   The University Centre has its own twitter page, Facebook and LinkedIn pages for students, alumni and other interested parties. This involves posting daily with success stories, areas of interest, available opportunities and course information.

44	Academic entry requirements
	Using the relevant programme identifiers (a,b,c etc.), please highlight all entry requirements including any specific subjects as well as proposed tariff.

Standard entry requirement for the degree will be 80 UCAS points, with a minimum of grade 'C' or level 4 in both GCSE Maths & English.

However, in line with the widening participation brief and lifelong learning strategy, the Institute will also encourage applications from non-traditional learners who lack formal academic qualifications. All such non-traditional applicants will be interviewed, set an appropriate piece of work and a judgement made taking into account their academic potential and relevant experience.

The entry assessment will be a 1500 word comprehension test that includes a research task, information gathering, basic analysis and mathematical/statistical skills. Within the entry test, applicants will need to

demonstrate both a Level 3 standard and the potential to study on a degree programme, bringing them in line with the standard of traditional applicants.

Applicants may be admitted with credit for prior certificated learning (APcL) or work/life experience or other uncertificated learning (APeL) (see section 8.3 - Accreditation of prior learning (experiential and certificated) - of the Higher Education Quality Handbook).

Students who have successfully completed another relevant programme of study at least at the equivalent level may be eligible to apply for APcL. Claim forms must be supported by the official transcript or certificate of the awarding body of the original qualification and any guidance explaining the allocation of credit and grading scheme used to enable module comparison.

Students may also be eligible to apply for life or work experience or other uncertificated learning in which the acquisition of skills or knowledge at the equivalent level to the higher education programme has been gained. These APeL claim forms must be supported by a portfolio of evidence including supporting letters or statements from third parties (i.e. employers) to validate any claims made within the portfolio by the applicant. Further, a letter or statement of support from the programme leader identifying any interviews or discussions that have taken place with particular attention being paid to ensure that should the accreditation be granted, the applicant or enrolled student would be able to cope with the demands of the programme.

45	**Other entry requirements** *e.g. relevant IELTS score, Disclosure and Barring Service etc.*
	International students must evidence they possess a satisfactory command of English language in terms of reading, writing, listening and are expected to have achieved Level B2 on the Common European Framework of Reference for Language (CEFR), as defined by UK Visas and Immigration.

D	**IMPLEMENTATION STRATEGY**
46	**Implications for other areas of the Partner Institution** *Using the relevant programme identifiers (a,b,c etc.), please indicate any requirements that may impact on other areas of the partner institution. Please discuss these with the relevant service area before completing this form.*

Estates:	a., b., c. 1. Lecture theatres 2. Seminar classrooms 3. Computer rooms with accounting software installed NB: This is already in place at UCG.
Library:	a., b., c. - With all validations at Grimsby Institute Group, a full library report is compiled to ensure that latest relevant books and journals are included in reading lists, and that adequate resources are allocated based on the number of students predicted to attend.
Admissions:	N/A
Careers:	N/A
Visa Compliance:	N/A

	Other (*Please specify*):	N/A

47	**Existing programmes/students affected by this proposal** *Please state here which existing programmes and modules may be affected (both positively and negatively) by this new provision. Where relevant, please attach evidence that any impact has been discussed with students and that consideration has been given to this in the design of the programmes.*
	N/A

E	**POST PROGRAMME OPPORTUNITIES**
48	**Progression opportunities to further academic or professional programmes** *Please list progression opportunities in your own or other institutions. If none exists, do you have any plans to develop such provision? How will you ensure students are aware of these opportunities?*
	Graduates who want to continue in education may progress onto a: Master's degree Teaching qualification Professional course – CIPD, CMI, AAT
49	**Employment opportunities** *Please state areas of employment that graduates of these programmes will typically enter. You may wish to contact the careers team for guidance in this area. You may also wish to refer to Destinations of Leavers in Higher Education (DELHE) data.*
	Students with the business management degrees can go into graduate level appointments across the fields and sectors of organisation management – including public. In addition to this, they have the capacity to work well in advisory and reporting roles for business. In this sense, depending on their geographical mobility plans, they can be active players in the local, national and international graduate labour market. Students can go into a broad range of management positions in any of the core disciplines of business, for example Human Resources, Accounting, General Business and Operations Managers and Marketing roles. Students can go into many different areas of business; retail; law; accountancy; marketing; consultancy; self-employed; business start-ups; administration; business analysts; private and public sectors; logistics Students can progress onto a range of graduate training programmes with a range of businesses through the general graduate application process; previous students have entered graduate training schemes with local government firms and with large international companies such as Engie with whom many of our graduates have been given places. Furthermore, students can go into teaching with a Business degree, evidence from previous students success suggests that they are able to progress into any area of teaching, from primary to post 16 and at degree level in associate tutor posts. Further qualifications are often needed but they can progress onto these courses and teach alongside studying in non-paid or paid roles.

F	CURRICULUM MAPS
	Please create curriculum maps which detail the programmes/variants that you are validating. Each map should begin with the title of the programme/variant and the relevant programme identifiers.
	Where a variant includes a preliminary stage, a year in industry, a year abroad or different stages (i.e. Levels 5 and 6 of an Integrated Masters), then an additional map should be produced detailing each additional stage or variation of a stage.
	In **Columns 1-3**, please list all programme modules taught at each stage, the level at which they are taught and the modular credit value.
	In **Column 4**, please include details of the assessment associated with each module; this will allow you to map your assessments across the programme.
	In **Column 5**, please indicate against each of the programmes and pathways listed on this form which modules are Core (Co), Compulsory (Cm)or Optional (Op)*
	In **Column 6**, please identify which modules contribute to the achievement of programme learning outcomes
	*Definitions: CORE module - this is a module that is fundamental to the degree programme and must be studied. It cannot be compensated or condoned.
	COMPULSORY module - this is a module which must be studied to successfully complete a particular degree programme. It can be compensated or condoned, subject to regulations.
	OPTIONAL module - this is a module that a student may choose to study as part of their degree programme.
	Note: 1. There should be no optional modules at Level 4 (unless an exemption request has been approved by PMC). 2. Optionality should be minimised throughout the programme. 3. Faculty Education and Student Experience Committee (FESEC) is the final arbitrator of any disagreements regarding the level of optionality in a programme. 4. Levels of optionality should be clearly linked to the number of students taking the module.

KEY:	
P/V= Programme or Variant	PO = Programme Outcome
PW = Pathway	T1,2,3 = Trimester 1,2,3
Co = Core Module	Cm = Compulsory Module
Op = Optional Module	

F1   UNDERGRADUATE CURRICULUM MAP FOR CORE PROGRAMME AND ASSOCIATED PATHWAYS

Programme/Variant Titles and Identifiers:																				
1	**2**	**3**	**4**	**5**				**6**												
Module Title	Level	Credit	Assessment Method *(e.g. exam, essay, presentation)*	P/V	PW1	PW2	PW3	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
Certificate Stage																			
T1																			
Business Research and Study Skills	4	20	Group presentation (research project) 40% Individual reflection on Group Work 10% Individual Data Analysis Project 50%		Cm	Cm	Cm		P	P	P		P	P		P			
Customer Focus and Marketing	4	20	Presentation of a mystery shop 50% Individual Report 50%		Cm	Cm	Cm	P	P	P		P	P	P		P	P		
T2																			
Business Environment	4	20	Closed Book Exam 50% Group Presentation and Supporting Group Report (Manifesto) 50%		Cm	Cm	Cm	P	P	P	P			P					
Organisational Behaviour	4	20	Group Video Production 50% Individual Presentation 50%		Cm	Cm	Cm	P	P			P				P			

Module	Level	Credits	Assessment		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
T3																			
Financial Accounting	4	20	SAGE Accountancy computer based program (problem solving) classroom 30% Case study report 70%		Co	Co	Co	P	P	P				P				P	P
Enterprise Project	4	20	Individual Pitch Presentation of a business idea 70% Practical showcase to an audience 30%		Cm	Cm	Cm	P	P	P	P	P							
Diploma Stage																			
T1																			
Managing the Self	5	20	Individual Poster and demonstration 100%		Cm	Cm	Cm		P			P		P	P				
People Management	5	20	Individual report on a 'live' case study 50% Individual report 50%		Cm				P	P		P		P	P				
Management Accounting	5	20	Case Study Report 50% Closed book exam 50%				Co			P	P			P				P	P
Principles of Marketing	5	20	Individual presentation 50% Individual digital infographic 50%				Cm	P	P	P	P	P				P	P		
T2																			
Career Planning and Progression	5	20	E-Portfolio 100%		Cm	Cm	Cm		P	P		P	P		P	P			P

Module	Level	Credits	Assessment															
Operations and Strategic Management	5	20	Individual report 50% / Open book exam (2 hours) 50%		Cm	Cm	Cm	P	P	P	P	P						
T3																		
Research Methods	5	20	Research Proposal 100%		Cm	Cm	Cm	P	P	P	P	P	P					
Employment Law and Company Law	5	20	Group presentation 50% / Individual report 50%		Cm			P	P					P	P			
Financial Accounting for Limited Companies	5	20	Report 33% / Closed book exam 67%			Co				P	P						P	P
Marketing Communications	5	20	Individual Report 60% / Individual Presentation 40%				Cm		P		P		P			P	P	
Honours Stage																		
T1																		
Coaching for Performance	6	20	Individual poster 50% / Employee/coach handbook 50%		Cm			F		F		F	F	F				
Financial Performance and Ethics	6	20	Case Study Report 50% / Closed book exam 50%			Co		F		F	F		F				F	F
Digital Marketing	6	20	Written report 70% / Creation of digital platform 30%				Cm	F		F	F	F	F		F	F		
T2																		
Management Consultancy	6	20	Individual Consultancy report 50% / Individual Presentation 50%		Cm			F		F	F	F		F	F			

Module	Level	Credits	Assessment															
Global Economics and the Policy Environment	6	20	Individual Essay 60% Individual Presentation 40%		Op	Op	Op	F	F	F		F						
Sustainability for Business	6	20	Case Study 70% Individual Supporting Presentation 30%		Op	Cm	Op	F		F	F	F					F		
Business Analysis	6	20	Investigative Company Case Study research proposal (individual) 50% Company performance data analysis and consultancy project (individual report) 50%		Op	Op	Cm	F			F		F						F	F
T3																		
Strategic Human Resource Management	6	20	Group Presentation 40% Individual Report 60%		Cm			F		F	F	F	F	F	F				
Financial Auditing	6	20	Individual Presentation (of audit plan based on case study) 50% Closed Book Exam 50%			Co			F		F	F			F			F	F
Global Marketing	6	20	Individual Presentation 40% Individual report 60%				Co		F	F	F	F			F	F		
T1, T2 and T3																		
Dissertation	6	40	Dissertation 100%		Op	Op	Op	F	F			F						
Small Business Plan	6	40	Small Business Plan 100%		Op	Op	Op	F	F	F	F	F	F					

Part Time Delivery Models:

BA (Hons) Business Management with Organisational Behaviour

		Trimester 1	Trimester 2	Trimester 3
Level 4	Year 1	Business Research and Study Skills	Business Enviornment	Financial Accounting
	Year 2	Customer Focus and Marketing	Organisational Behaviour	Enterprise Project
Level 5	Year 3	Managing the Self	Career Planning and Progression	Research Skills
	Year 4	People Management	Operations and Strategic Management	Employment Law and Company Law
Level 6	Year 5	Coaching for Performance	Management Consultancy or Sustainability	Strategic Human Resource Management
	Year 6	Dissertation (part 1) or Small Business Plan (part 1)	Global Economics and the Policy Environment or Business Analysis	Dissertation (part 2) or Small Business Plan (part 2)

BA (Hons) Business Management with Accounting

		Trimester 1	Trimester 2	Trimester 3
Level 4	Year 1	Business Research and Study Skills	Business Enviornment	Financial Accounting
	Year 2	Customer Focus and Marketing	Organisational Behaviour	Enterprise Project
Level 5	Year 3	Managing the Self	Career Planning and Progression	Research Methods
	Year 4	Management Accounting	Operations and Strategic Management	Financial Accounting for Limited Companies
Level 6	Year 5	Financial Performance and Ethics	Business Analysis or Global Economics and Politics	Financial Auditing
	Year 6	Dissertation (part 1) or Small Business Plan (part 1)	Sustainability for Business	Dissertation (part 2) or Small Business Plan (part 2)

BA (Hons) Business Management with Marketing

		Trimester 1	Trimester 2	Trimester 3
Level 4	Year 1	Business Research and Study Skills	Business Enviornment	Financial Accounting
	Year 2	Customer Focus and Marketing	Organisational Behaviour	Enterprise Project
Level 5	Year 3	Managing the Self	Career Planning and Progression	Research Methods
	Year 4	Principles of Marketing	Operations and Strategic Management	Marketing Communications
Level 6	Year 5	Digital Marketing	Business Analysis	Global Marketing
	Year 6	Dissertation (part 1) or Small Business Plan (part 1)	Global Economics and the Policy Environment or Sustainability	Dissertation (part 2) or Small Business Plan (part 2)