

Programme specification

(Notes on how to complete this template are provide in Annexe 3)

1. Overview/ factual information

Programme/award title(s)	BA (Hons) Business, Leadership and Management (top-up)
Teaching Institution	University Centre Calderdale College
Awarding Institution	The Open University (OU)
Date of first OU validation	September 2019
Date of latest OU (re)validation	September 2019
Next revalidation	September 2024
Credit points for the award	120
UCAS Code	8T18
JACS Code	Not applicable
Programme start date and cycle of starts if appropriate.	September 2019
Underpinning QAA subject benchmark(s)	QAA Subject Benchmark Statement Business Management (2015)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	SEEC Credit Level Descriptors (2016)
Professional/statutory recognition	Not applicable
For apprenticeships fully or partially integrated Assessment.	Not applicable
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT & PT
Duration of the programme for each mode of study	FT – 1 year PT – 1.5 years (3 semesters)
Dual accreditation (if applicable)	Not applicable
Date of production/revision of this specification	September 2019

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The University Centre aims to provide learning and development programmes that effectively widen participation in higher education and enable graduates to progress into professional roles and to make a meaningful contribution to the local and regional economy. It is a key aim that through the learning undertaken students will develop the skills necessary to work and be successful in industry. This programme will further develop the student's skills and understanding of Business, Leadership and Management gained during the FD, promoting the consolidation of the wide range of skills needed to develop individual opportunities for leadership and/or management in a business or organisational context.

The BA (Hons) Business, Leadership and Management is designed to provide a progression route for students who have completed the FD Business, Leadership and Management.

This programme is designed to challenge and encourage students to ask questions of themselves and their role and deepen their understanding of Business, Leadership and Management. The College is a learning organisation where the students are not passive consumers but actively construct their learning in partnership with staff and each other.

The BA (Hons) Early Years is aimed at attracting a wider cross-section of individuals into higher education, such as students completing a Level 5 qualification and practitioners who have relevant work experience, including in a voluntary capacity. Informed by the commitment of the College and the University Centre to widen access and participation whilst ensuring appropriate academic standards, the guiding principle underpinning the admission process is that the individuals are selected on the basis of their capability to benefit from, make a positive contribution to, and successfully complete their programme of study.

Aims

The programme aims to:

- Provide a top-up route to honours level for graduates from the FD and equip them with the academic skills to progress on to higher level programmes
- Provide a programme which meets the needs of the local and regional economy through the development of key management and leadership skills
- Develop independent critical thinkers who use relevant theory and research to evaluate their effectiveness in business or organisational contexts, and to provide a base from which to consider alternative models
- Develop a deepening and broadening of knowledge and understanding of key issues related to the interrelatedness of business, leadership and management principles
- Develop in students the necessary critical awareness to challenge personal values, assumptions and beliefs, combined with an open minded attitude that is responsive to change in order to enhance their current roles, take on new responsibilities and pursue lifelong learning

- Develop in students the ability to engage with the key ethical and sustainability issues in business, leadership and management, to challenge inequality and improve the quality of working life
- Develop in students the ability to use different enquiry methods to provide data to inform issues arising from values, assumptions, beliefs and practice

Objectives

In order to meet the aims of the programme students will:

- Demonstrate a broad knowledge base and understanding of business, leadership and management issues relating to the business and/or organisational context
- Exhibit an awareness of current subject specific debates, practices and approaches through the exploration of fundamental issues
- Demonstrate the ability to manage their own learning and to work effectively as individuals and as members of teams, in learning environments and in the wider community
- Express the ability to evaluate information, using it to plan and develop strategies which explore possible solutions to unpredictable problems and to communicate clearly and effectively

Information, digital and research skills will be developed throughout the programme to foster students' confident and critical use of information and digital technologies to enhance academic, personal, and professional development.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

The programme is a progression route for the FD Business, Leadership and Management or other subject-related level 5 qualifications. Following the completion of the BA (Hons) top-up qualification students have the opportunity to progress on to further study including Teacher Education programmes or Master's level study.

The full-time route follows the conventional format of 60 credits per semester over two semesters.

The part-time route will give the flexibility to accommodate those students whose current work commitments prohibit attendance during the conventional college day, but for whom studying is still an important consideration when thinking of their personal and professional development and career progression. The part-time programme will comprise the same modules and assessments as the full-time route, but over three years from January to January. For example, a student commencing the FD part-time in February 2017 would complete it by February 2019.

External examiner visits and exam board arrangements will continue to be completed on a semestral basis, however, part-time Semester 1 marks will be recorded at the summer Board of Examiners meeting, rather than the winter meeting. Any marks related to resit assessments may be recorded at the following meeting or at the

reconvened meeting in September. An indicative schedule is below:

BoE Meeting	Year	FD Part-time	
July (Extraordinary)	1	Semester A marks	
September (reconvened)			Semester A resits
February	2	Semester B marks	
July		Semester C marks – Pass proceed	Semester B resits
September (reconvened)			Semester C resits – Pass proceed
February		Semester D marks	
July	3	Semester E marks	Semester D resits
September (reconvened)			Semester E resits
February		Semester F marks – Final classifications	
June			Semester F resit marks – Final classifications

To aid progression, a quick turnaround time for confirming awarded marks and classifications is necessary, as (in the above example) if a resit opportunity is given students must have adequate time to complete this work before their resit marks are submitted at the subsequent board. Furthermore, Semester F marks and classifications would need to be confirmed very promptly to enable students to progress onto the subsequent BA award.

Any student who cannot be awarded a final classification (due to resit opportunities being given) at the February 2020 board would not be able to progress until their resit marks had been recorded at the June 2020 board, enabling them to enrol on the BA part-time in the following February, or the full-time BA in the following September.

BoE Meeting	Year	BA Part-time	
July (Extraordinary)	1	Semester A marks	
September (reconvened)			Semester A resits
February	2	Semester B marks	
July		Semester C marks – Final classifications	Semester B resits
September (reconvened)			Semester C resits – Final classifications

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

Not applicable

2.4 List of all exit awards

For students who have gained 60 credits, an award of BA Ordinary Business, Leadership and Management is given.

3. Programme structure and learning outcomes

<u>Programme Structure - LEVEL 6</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Contemporary Business Issues	20	<i>None</i>	-	Yes	1
Strategic Leadership	20			Yes	1
People Management and Business	20			Yes	2
Business Dissertation	60			No	1+2

Intended learning outcomes at Level 6 are listed below:

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>To demonstrate a critical understanding of:</p> <p>A1: The interrelated, complex and VUCA business environment and the implications of this for leadership and management. This will include several environmental aspects, such as constant change, volatility, cultural, ethical, sociological, technological and political elements, in addition to their effects and impact.</p> <p>A2: Management and responsible leadership, including the difference between the two, alternative approaches, and the challenges and opportunities afforded to ethical leaders and</p>	<p>Knowledge and understanding will be developed through a combination of methods, including: lectures, seminars and self-directed study using library resources and the virtual learning environment.</p> <p>Students, at Level 6, will become proficient at independent learning and will conduct research independently, using classroom based seminars as the primary forum for sharing learning and independent research outcomes.</p> <p>All students will have the opportunity to benefit from formative feedback.</p>

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
<p>sustainable organisations.</p> <p>A3: The interrelated nature of management and the broader society in which organisations operate, including valuing and managing diversity, the future of work/work-life balance, non-work, and the tensions inherent to the labour process and how it is managed.</p> <p>A4: The business research process, methodologies and relevance to research-informed managerial decision-making.</p>	
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>To demonstrate high-level cognitive skills, including the ability to:</p> <p>B1: Find, analyse and evaluate business data and its sources, evaluate research methodologies and critically consider the relevance of such for decision-making.</p> <p>B2: Conduct business-relevant research and analyse, interpret, evaluate and use the outcomes of such.</p> <p>B3: Critically analyse the business environment and develop appropriate strategic and contingent business plans.</p>	<p>Cognitive skills will also draw on a range of learning and teaching methods appropriate to the demands of the module. These include: Lectures, seminars, formative peer-to-peer and tutor feedback and reflective practice relating to the Business Research project.</p> <p>Skills will be assessed through* written and oral evaluations of work.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>To demonstrate:</p> <p>C1: The ability to conduct business-relevant research and make appropriate plans and recommendations based on a critical evaluation of the outcomes of such.</p> <p>C2: An ability to critically reflect on personal & professional development and conduct throughout the research process, with a honed ability to manage oneself throughout the study process. This will include resilience and flexibility.</p>	<p>Practical and professional skills will be developed through workshops, lectures, presentations, formative feedback during tutorials and projects.</p> <p>Assessment methods will be appropriate to the particular module and will include tutor assessment of written work and presentations.</p> <p>The final Business Research Project will provide an opportunity for students to develop and demonstrate their ability to make research-informed and business relevant decisions.</p>
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>To:</p> <p>D1: Communicate effectively using a range of media and for a range of audiences.</p> <p>D2: Demonstrate an ability to think conceptually and critically, capable of evaluating and synthesising information.</p> <p>D3: Conduct business-relevant research and interpret and apply the outcomes of such to business planning.</p>	<p>Teaching methods include: lectures, workshops, formative feedback on written work and presentations. Students are able to access, on demand or through referral, additional learning support for communication skills.</p> <p>Transferable skills are embedded in the tasks for all modules and are included in the grading criteria for the assessment of all modules.</p>

A student gaining 60 credits at Level 6 can be awarded a BA (Ordinary) Business, Leadership and Management

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

None

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the work place)

Personalised student support, ensuring students feel they are regarded and supported as individuals on their programme - with opportunities for student-staff contact - is recognised as a key factor in student motivation, involvement and achievement. However, given the anticipated non-traditional student profile, a focused induction programme is planned in order to ensure that students understand the importance of accessing support, are aware of what is available and how to access such. The use of a small academic programme team will also help students get to know staff well.

Students will also be allocated a personal tutor, who will be a member of the teaching team and involved with induction activities, and a named progress coach. Personal tutors and progress coaches will provide both academic and pastoral support to students, with initial meetings held during induction week and regularly (at least once per semester, more often if individuals have an identified need or if a meeting is requested) thereafter.. Notes will be recorded on Promonitor and will be available to the student, including any agreed actions or targets. Personal tutors also monitor student attendance and, where appropriate, make contact to discuss any issues.

Students requiring levels of pastoral support beyond that provided by their personal tutor or progress coach may be referred to appropriate specialists in Learner Services. Counselling is available from a small team of counsellors, as is support with such things as benefits and housing, fees and funding issues. Learner Services are also able to offer financial support in the form of a loan or grant to students through the HE Hardship Fund.

Students who are 'at risk' academically are directed towards the most appropriate advice and support; this is usually academic skills support, but they may be referred to other specialists and information available within the College.

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

Applicants are expected to have achieved a minimum of Pass in the Foundation Degree Business, Leadership and Management, or an equivalent level 5 award (comprising 240 credits of which 120 must be at level 5), such as a foundation degree or Higher National Diploma in a closely related subject area.

All applicants must complete a satisfactory interview as part of the admissions process. A good level of English and Maths is expected, however passes in Level 2 or GCSE qualifications are not absolute requirements.

Applications for RPL (RPEL or RPCL) will be considered where relevant experience or learning can be demonstrated, and the University Centre process has been satisfactorily completed.

Recruitment to this programme will be either from internal FE progression or those re-entering education (predominantly mature students), seeking career enhancement and/or change. According to historic recruitment data students applying to and taking up study on this course will largely live within a twenty-five mile radius of the University Centre with the vast majority living in the Calderdale area.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

Assessments on this programme vary with each module. For each module there are two forms of assessment – the first being formative. This is usually a draft of part of a piece of work or a presentation of ideas that can be assessed by a module tutor to give guidance on how it achieves the aims and outcomes for the module. This formative assessment will not be marked but will be given verbal or written feedback in order for amendments to be made before submission of the final piece of work for the summative assessment.

Full details of the deadline dates for all of the assessments will be given by your module tutors and will be clearly outlined in the programme handbook.

The assessments are marked with reference to the module outcomes outlined in each module specification and assignment brief.

Handing in of assessed written work will be via Turnitin. This includes submitting work online through Moodle or bringing physical artefacts to the tutor by the set deadline.

Methods and regulations of assessment.

Modules are assessed continuously by the submission of coursework assignments at regular intervals across the year. There are no formal written examinations. The programme team provide assignment briefings that include a description of the task, the learning outcomes and the assessment criteria plus clear indications concerning the modes of assessment and marking and grading practices.

All written work must be submitted electronically through the College VLE (Moodle). It is then marked by the tutor, or tutors, responsible for delivery of the module. A sample is then second marked by another tutor. Submissions close to the grade boundaries may be marked a third time. A sample across all classifications is made available to the external examiner at the end of each semester.

Failure to submit work for assessment by the time and date detailed on the assignment brief will result in a penalty of 10% loss of marks for each working day. After six days a fail will be recorded and a resubmission opportunity will be offered after the Board of Examiners meeting at the end of the semester.

All formal written assignments should normally be word processed. The Harvard reference system is to be used and support is provided for students who are not familiar with this. Assessments are planned to try and avoid them all bunching together at the end of the semester.

Feedback on Assessment

Both oral and written formative and summative assessments will support students to reflect on progress. Written summative feedback will normally be provided within three weeks of the completion of an assignment.

Much of the programme is continually assessed in terms of the developmental process. This provides an opportunity for continual formative feedback and discussion with tutors (formally and informally) however, this feedback is not formally recorded or tracked. Students are also encouraged to give feedback to peers and engage in on going self-assessment, informal peer assessment and discussion.

Students are encouraged to obtain formative feedback of assessments from tutors during scheduled meetings and timetabled sessions.

9. For apprenticeships in England End Point Assessment (EPA).

(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

10. Methods for evaluating and improving the quality and standards of teaching and learning.

A range of methods are used for evaluating and improving the quality and standards of teaching and learning. These include:

- An annual Programme Leader Report which includes an action plan for developments and improvements. This report is informed by the annual course review, external examiner reports and the programme team responses, as well as feedback from students
- Student feedback, which is collected in a variety of ways including module evaluations and focus groups. These then feed into the bi-annual enhancement and development meetings. The student programme representative is present at the enhancement and development meetings and they take back responses to feedback almost immediately, closing the feedback loop. For issues that cannot be responded to at the meetings, the programme representatives are regularly updated on progress. Feedback is also disseminated by the programme leader, who endeavours to flag up changes to the college and the programme based on student feedback. This highlights the strength and influence of the student voice
- Student surveys such as the NSS are reviewed at the end of the year in processes such as the SED and the College Annual Review. Although top up students are not eligible to take part in the NSS we do take notice of the feedback provided by FD students which can impact on the top up
- Academic staff attend a range of staff development events aimed at improving teaching and learning
- The sharing of best practice through the HE Forum
- Programme leaders are expected to keep themselves aware of any changes to external reference points such as subject benchmarks and QAA guidance
- The programme team is expected to keep themselves aware of changes in industry practice
- A range of lesson observations are undertaken as part of the College's quality assurance framework. These include short walk through observations which take place on a termly basis, and a minimum of one longer lesson observation in each academic year. If areas for improvement are identified, an advanced learning practitioner is assigned to support development of practice. Re-observations are then scheduled to monitor impact.

10. Changes made to the programme since last (re)validation

Not applicable

Annexe 1: Curriculum map

Annexe 1a: Assessment Components Map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

Level	Study module/unit	Programme outcomes														
		A1	A2	A3	A4		B1	B2	B3		C1	C2		D1	D2	D3
6	Contemporary Business Issues	x		x	x		x	x	x		x			x	x	
	Strategic Leadership	x	x	x			x		x		x			x	x	x
	People Management and Business	x	x	x			x				x			x	x	
	Business Dissertation	x			x		x	x	x		x	x		x	x	x

Assessment Level 6 (Year Three)

Module	Essay	Article	Case Study	Plan	Proposal	Project	Poster	Showcase
Contemporary Business Issues	•	•						
Strategic Leadership			•					
Business Research Project				•	•	•		
People Management and Business	•						•	•

Annexe 3 - Curriculum mapping against the apprenticeship standard

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular knowledge, skills and behaviours.

Please ammend this mapping to suit Frameworks used within the different Nations if appropriate.

Level	Study module/unit	Apprenticeship standard																								
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8	
6																										

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.