

BA (Hons) Business Enterprise Development

Programme Specification

Primary Purpose

Course management and quality assurance.

Secondary Purpose

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

Disclaimer

The University of Portsmouth has checked the information given in this Programme Specification. We will endeavour to deliver the course in keeping with this Programme Specification; however, changes may sometimes be required arising from annual monitoring, student feedback, review and update of units and courses. Where this activity leads to significant changes to units and courses, there will be prior consultation of students and others, wherever possible, and the University will take all reasonable steps to minimize disruption to students. It is also possible that the University may not be able to offer a unit or course for reasons outside of its control, for example; the absence of a member of staff or low student registration numbers. Where this is the case, the University will endeavour to inform applicants and students as soon as possible. Where appropriate, the University will facilitate the transfer of affected students to another suitable course.

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Course Details

1. Named Awards

BA (Hons) Business Enterprise Development

2. Course Code (and UCAS Code if applicable)

C1792S

3. Awarding Body

University of Portsmouth

4. Teaching Institution

University of Portsmouth

5. Accrediting Body

None

6. QAA Benchmark Groups

Subject Benchmark Statement, Dated February 2015, General Business & Management

7. Document Control Information

2017

8. Effective Session

2017/18

9. Author

Nick Ford

10. Faculty

Business and Law

11. Subject Group

Strategy, Enterprise and Innovation

Curriculum

12. Educational Aims

- To develop strategic, analytical and critical thinking to product and service development within organisations in the private, public and voluntary sectors
- To develop initiative, inquisitiveness and innovation in problem identification and resolution
- To develop self-motivation and enterprise in completing projects to deadlines
- To view change and enterprise as constants in organisations and society and, as such, the importance of adaptation to or instigation of change and enterprise as an integral part of management learning

- To provide a framework for understanding different interpretations of organisations and their diverse relationships in dynamic and international environments
- To provide a challenging and stimulating study environment
- To provide students with the opportunity to study a flexible coherent programme up to and including a maximum of 40 credits worth of elective units
- To provide students with the opportunity to develop key skills
- To equip graduates with the necessary transferable skills for lifelong learning and flexibility in the context of changing labour markets
- To provide students with the skills and knowledge required to maximise career and postgraduate study opportunities
- To provide an integrated education in Business and Management that will meet current and predicted organisational needs
- To provide links and/or a platform for the eventual professional development of a career in management or enterprise
- To integrate research undertaken by academic staff into teaching

13. Reference Points

The programme and outcomes have been developed taking account of:

- The University of Portsmouth Undergraduate Curriculum Framework
- The scholarship and research expertise of academic members of staff
- The University of Portsmouth policy on Placement Learning
- The National Qualifications Framework
- The General Business and Management Benchmark Statement
- The Framework for Higher Education Qualifications

14. General Learning Outcomes

Level 4

Certificates of Higher Education are awarded to students who have demonstrated:

- knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study
- an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study

Typically, holders of the qualification will be able to:

- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments
- undertake further training and develop new skills within a structured and managed environment

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

Level 5

Diplomas in Higher Education are awarded to students who have demonstrated:

- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed

- ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
- knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge

Typically, holders of the qualification will be able to:

- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
- effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively
- undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making

Level 6

Bachelor's degrees/ Bachelor's degrees with honours are awarded to students who have demonstrated:

- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline
- conceptual understanding that enables the student:
 - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
 - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
- an appreciation of the uncertainty, ambiguity and limits of knowledge
- the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline)

Typically, holders of the qualification will be able to:

- apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
- communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
 - the exercise of initiative and personal responsibility
 - decision-making in complex and unpredictable contexts
- the learning ability needed to undertake appropriate further training of a professional or equivalent nature

15. Learning Outcomes

The General Business and Management Statement applies to general Business and Management Honours degree programmes. Outcomes that cross-reference directly to the General Business and Management Benchmark Statement are shown with a #. There are no subject specific benchmarks in the area of Business Enterprise.

Students will be able to demonstrate ability to:

- Take responsibility for their own learning
- Take the initiative in developing innovative products or services in their work-based learning, their optional placement, and in their extended piece of independent enquiry
- Understand the key aspects of the subject areas and apply appropriate techniques of critical analysis
- Research topics and devise and sustain arguments in the subject areas
- Discuss current research and scholarship in subject specific areas and to discuss the limits of knowledge in these areas
- Influence and persuade decision makers to accept their ideas and initiatives
- Communicate justifications for their decisions in an appropriate manner to the subject and intended audience

A. Knowledge and Understanding of:

- A.1 # Fundamentals/Principles of a range of business functions
- A.2 # Interrelationships between organisations, the business environment and society
- A.3 # Processes relating to people and their management in organisations
- A.4 # Complexity of organisational governance
- A.5 # Interaction [synthesis] of management theory and business practice
- A.6 # Nature of innovation and entrepreneurship
- A.7 # Significance of key contemporary issues for business such as globalisation and CIT
- A.8 # Complexity of values and norms adopted in business
- A.9 Identification of organisational opportunities
- A.10 The techniques of the development of ideas through to final implementation

B. Cognitive (Intellectual or Thinking) Skills, able to:

- B.1 # Ability to identify, define and explore business problems [using logical and creative approaches]
- B.2 # Ability to identify tacit assumptions and limitations of data and information
- B.3 # Ability to discriminate between business and managerial alternatives and evaluate them
- B.4 # Ability to analyse and interpret a range of business documentation
- B.5 # Ability to argue cogently in oral and written form
- B.6 # Ability to think creatively in dynamic, unpredictable business situations
- B.7 # Ability to apply mathematical and statistical analysis to business tasks
- B.8 # Ability to reflect on own learning, and apply skills to actively manage studies

C. Practical (Professional or Subject) Skills, able to:

- C.1 Use of techniques for planning and scheduling work/projects
- C.2 Deciding on the feasibility of plans given time and resources available
- C.3 Liaising and negotiating with clients, venture capitalists and internal decision makers
- C.4 # Self-management to meet deadlines in business
- C.5 # Interpersonal skills to relate to, and collaborate effectively with colleagues
- C.6 # Information search and data retrieval using traditional and electronic sources
- C.7 # Use of IT skills including spreadsheets for data analysis
- C.8 Ability to use CIT to process and progress business tasks
- C.9 Update professional knowledge using business resources on the internet
- C.10 Networking skills
- C.11 # Use a range of presentation forms professionally

D. Transferable (Graduate and Employability) Skills, able to:

- D.1 # Communication (persuasion, influencing, project management)
- D.2 # Information Technology
- D.3 # Problem Solving
- D.4 # Application of Number
- D.5 Improving own Learning and Performance
- D.6 # Working with Others (in a team environment)

16. Learning and Teaching Strategies and Methods

Teaching and learning is developed through a range of methods. Lectures provide theoretical / conceptual foundations (LO A1, A2, A3, A4, A6, A7 and A8). Seminars, workshops and surgery sessions build on and develop further knowledge and understanding. (LO A2, A3, A5 and A7). Students' knowledge and understanding are further developed through their optional placement experience. (LO A1, A2, A3, A4, A5, A8). Work based learning will provide the opportunity to explore ideas and their implementation in a real world environment (LO A9 and A10).

Cognitive skills are developed through lectures supported by other class-based sessions and independent learning.. On this pathway, students also apply these skills in the course of their work-based learning and optional work placement.

C1, C2, C4, C9 C10 and C11 are developed through self-management and individual and group-based seminar and workshop activities. These skills, together with C3, C5, C6, C7, C8, C9 and C11 are required in units focussing on the particular skill or skills referred to. The Work Based Learning and Consultancy Project unit and the optional placement will develop skills C1, C2 and C3.

Transferable key skill opportunities are developed across the programme. Assessment Strategy

Assessment occurs in the range of methods employed i.e. examinations; coursework; continuous assessment. (Programme Learning Outcome, A1, A2, A3, A4, A5, A6, A7 and A8). Work based projects (LO A9 and A10).

Assessment of cognitive skills occurs in the range of assessment methods employed, i.e. examination and/or continuous assessment, coursework and/or group work. The Work Based Learning and optional placement is also assessed via employer reports and a self-completed learning log discussed with an academic tutor

C1, C3, C6, C6, C7, C8 and C10 are assessed through relevant unit assessment artefacts. These plus C2, C5, C10 and C11 form part of self-managed learning and are key to performance in a range of assessments. Students' practical skills are additionally assessed via university tutor and employer reports, Work Based Learning and Consultancy Project unit plus a learning log completed by the students who undertake the Placement.

D6 is assessed through group project activities. D1 and D3 are assessed in specific assessment artefacts. D2 is assessed in units specialising in IT and D4 in quantitatively based units and in the Work Based Learning, Business Venturing and Consultancy Project and the optional placement project. D5 forms part of independent learning developed through the course by learning logs, portfolios, work based learning, the Consultancy Project unit, and the optional placement project.

The assessment strategy offers a variety of assessment approaches to students to cater for their varied learning styles. As students progress through the levels, the assessment becomes more student driven to reflect their specific interests, to encourage wider engagement of the knowledge base and develop higher level cognitive, practical and subject specific skills.

Level 4 is primarily assessed through examination and through the use of case study assessments, essays and presentations. Students are introduced to other assessment methods such as portfolio development, reflective learning logs and report writing in Level 5. An optional placement year is assessed via employer reports and learning log.

At Level 6, students use reports, case studies and portfolios alongside examinations. Study culminates in the development of an independent study project based on the students' specific

interest. Opportunities exist for students to engage with businesses and thus assessment involves a strong practical application element.

17. Course Structure, Progression and Award Requirements

See [Unit Web Search](#)¹ for full details on the course structure and units

Units are offered as 20 or 40 credits. One credit is equivalent to 10 hours of learning. The final year independent study project is a 40-credit unit. Each level comprises of a minimum of 120 credits. 360 credits are required for an honours degree. Standard University rules apply. The regulations must be consulted for a full description of exit awards.

The Business Enterprise Development programme is offered in three-year full-time and four-year sandwich mode. It is divided into three levels: Level 4 (Year 1), Level 5 (Year 2), and Level 6 (Year 3 or 4).

Students have the opportunity to complete an industrial placement (Sandwich) between levels 5 and 6. To be awarded the degree "in sandwich mode" students must complete an approved work placement of at least 48 weeks and submit and pass the reflective report.

In Level 5 students have the opportunity to study overseas at a partner university.

Units are either core to the programme or optional.

Career management is offered in the second year of the programme through an innovative unit, which develops career and employability skills and knowledge in preparation for the world of work.

Employer links are facilitated through the Placement Office, The Careers and Employment Service and the core units in Business Venturing and Consultancy Project.

18. Employability Statement

- The programme incorporates Employability and work-based learning and learning at work units at L4, 5 & 6
- Personal Development Planning is incorporated within the Consultancy Project unit
- The facility to undertake an industrial placement between years 2 & 3
- Entrepreneurship is encouraged throughout the course
- The department operates a system of Personal Tutoring with a carefully structured schedule of events

Course Management

19. Support for Student Learning

- The Course is managed by a Course Leader
- Extensive induction programme introduces the student to the University and their course
- Each student has a personal tutor, responsible for pastoral support and guidance
- University support services include careers, financial advice, housing and counselling
- The Academic Skills Unit (ASK)
- The Additional Support and Disability Advice Centre (ASDAC)
- Excellent library facilities
- Student course and unit handbooks provide information about the course structure and University regulations

¹ www.port.ac.uk/unitwebsearch

- Feedback is provided for all assessments
- Personal Development Planning (PDP) for all awards

20. Admissions Criteria

A. Academic Admissions Criteria

Students are recruited with a variety of different qualifications. General guidance:

- 112 credits from 3 “A” levels or equivalent (equivalent qualifications could include AVCE/AVCEDA, BTEC Nationals – Award, Certificate, Diploma).
- Five GCSEs A-C including mathematics and English at Grade C or above.
- The level of English language proficiency required is IELTS 6, for all levels, including Direct Entry students to Levels 5 or 6.
- Professional qualifications & experience: considered positively.
- Mature and International students are welcomed.

B. Disability

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

21. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

A. Mechanisms for Review and Evaluation

- Course Leader’s Annual Standards and Quality Evaluative Review
- Head of Department’s Annual Standards and Quality Evaluative Review
- Unit and Course Level student feedback considered at Board of Studies
- Unit Assessment Board consideration of student performance for each programme
- Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports
- Periodic Programme Review
- Student Representatives and Student/Staff Consultative Committees
- National Student Survey
- National Postgraduate Taught Experience Survey
- Staff Performance and Development Review
- Peer Review and Development Framework
- Faculty Learning and Teaching Committee

B. Responsibilities for Monitoring and Evaluation

- Unit Co-ordinators for unit content and delivery
- Course Leader for day-to-day running of course
- Board of Studies with overall responsibilities for operation and content of course
- Head of Department
- Associate Dean (Academic)
- Associate Dean (Students)
- Quality Assurance Committee
- Unit, Award and Progression Board of Examiners

C. Mechanisms for Gaining Student Feedback

- Student Representation on Board of Studies
- Student Staff Consultative Committees
- Unit and Course level student feedback questionnaires
- University participates in external student surveys, e.g. National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES) and International Student Barometer (ISB)

D. Staff Development Priorities

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance
- Annual staff performance and development reviews match development to needs
- Managers undertake a variety of management development programmes
- New academic staff required to undertake appropriate University of Portsmouth learning and teaching programmes
- All academic staff encouraged to seek Higher Education Academy membership
- Academic staff undertake initial and continuing professional development within the Academic Professional Excellence Framework (APEX) programme which is aligned with the Higher Education Academy (HEA)'s UK Professional Standards Framework (UKPSF)
- Support staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages

22. Assessment Regulations

The current University of Portsmouth academic regulations will apply to this programme (see [Assessment and Regulations²](#)).

23. Role of Externals

Subject External Examiners who will:

- Oversee unit assessment and usually attend Unit Assessment Boards
- Review unit assessment strategy
- Sample assessment artefacts
- Present report to Unit Assessment Boards

Award External Examiners (usually also a Subject External Examiner) who will:

- Oversee and attend Award/Progression Boards
- Scrutinise and endorse the outcomes of assessment
- Ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom

24. Indicators of Standards and Quality

A. Professional Accreditation/Recognition

None sought for this programme.

B. Periodic Programme Review (or equivalent)

Reviewed as part of the common first year review on generalist business programmes in 2015.

² www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/assessmentandregulations/

C. Quality Assurance Agency

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (*for full report see [Higher Education Review of the University of Portsmouth, March 2015](#)³*).

D. Others

None.

25. Further Information

Further information may be found in:

- Student Handbook
- University of Portsmouth Curriculum Framework Document
- University of Portsmouth Prospectus
- [University of Portsmouth](#)⁴ and [Strategy, Enterprise and Innovation](#)⁵ websites

³ www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf

⁴ www.port.ac.uk/

⁵ www.port.ac.uk/strategy-enterprise-and-innovation/