BA (Hons) Business and Management

Programme Specification

Primary Purpose:
Course management, monitoring 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 and believes it to be correct. We will endeavour to deliver the course in keeping with this Programme Specification but reserve the right to change the content, timetabling and administration of the course whilst maintaining equivalent academic standards and quality.

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Programme Specification

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1. Named Awards

BA (Hons) Business and Management

2. Course Code (and UCAS Code if applicable)

C2439S

3. Awarding Body

University of Portsmouth

4. Teaching Institution

University of Portsmouth

5. Accrediting Body

University of Portsmouth

6. QAA Benchmark Groups

General Business and Management

7. Document Control Information

8. Effective Session

2016/17

9. Author

Andy Perrins

10. Faculty

Portsmouth Business School

11. Department

n/a

12. Educational Aims

- To provide a challenging and stimulating study environment
- To provide students with the opportunity to study a flexible coherent programme with various layers of choice
- 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 employability skills and knowledge required to maximize career and postgraduate study opportunities
- To provide an integrated education in Business and Management that will meet current organisational needs.
- To provide a framework for understanding organizations and interpreting their diverse relationships in a dynamic and international environment
- To view change and enterprise as constants in business and society and as such their positive handling as an integral part of business learning
- To encourage ongoing critical, evaluative and strategic ways of thinking in all areas and recognize the importance of the industry-education relationship
- To offer opportunities for learning in a variety of work environments (simulated and real)
- To provide links and/or a platform for the eventual professional development of a career in business and management
- To integrate research undertaken by academic staff into teaching

13. Reference Points

- University of Portsmouth Curriculum Framework Document September 2014 – Version 2 September 2014
- Subject Benchmark Statements (SBS) for General Business & Management (2015)
- The scholarship and research expertise of academic members of staff
- QAA UK Quality Code for Higher Education
- Framework for Higher Education Qualifications
- National Qualifications Framework
- University of Portsmouth Code of Practice for Work- based and Placement Learning (September 2015)

14. Learning Outcomes

Generic Learning Outcomes of the Programme

Students will be able to demonstrate the ability to:
· Understand the key aspects of the subject areas
· Apply appropriate techniques of analysis to the subject areas
· Research topics and to devise and sustain arguments in the subject areas
· Discuss current research and scholarship related to subject areas
· Discuss current limits of knowledge in subject specific areas
· Take responsibility for their own learning
· Carry out an extended piece of independent enquiry
· Communicate information in a manner appropriate to subject and the intended audience.
· Show initiative and be able to make and justify decisions.
· Critically reflect on the learning opportunities provided by the work placement and how that learning will benefit current and lifelong learning, values and future employability.

Subject Specific Outcome

The *General Business and Management Statement applies to **general*** Business and Management Honours degree programmes. Outcomes which cross reference directly to the General Business and Management Benchmark Statement are shown with a #.

A. Knowledge and Understanding of:

A1#   Fundamentals/Principles of a range of business functions
A2#   Interrelationships between organisations, the business environment and society

A3#   Processes relating to people and their management in organisations
A4#   Complexity of organisational governance
A5#   Interaction [synthesis] of management theory and business practice
A6#   Nature of innovation and entrepreneurship
A7#   Significance of key contemporary issues for business such as globalisation and sustainability
A8#   Complexity of values and norms adopted in business

Learning and Teaching Strategies and Methods

Teaching and learning is developed through a range of methods. Lectures provide theoretical / conceptual foundations (L0 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).

Assessment

Assessment of cognitive skills occur in the range of assessment methods employed i.e. examinations; coursework; continuous assessment. (Programme Learning Outcome, A1, A2, A3, A4, A5, A6, A7 and A8).

B. Cognitive (Intellectual or Thinking) Skills:

B1#   Ability to identify, define and explore business problems (using logical and creative approaches)
B2#   Ability to identify tacit assumptions and limitations of data and information
B3#   Ability to discriminate between business and / managerial alternatives and evaluate them
B4#   Ability to analyse and interpret a range of business documentation
B5#   Ability to argue cogently in oral and written form
B6#   Ability to think creatively in dynamic, unpredictable business situations
B7#   Ability to apply mathematical and statistical analysis to business tasks (A-levels maths not required)
B8#   Ability to reflect on own learning, and apply skills to actively manage studies

Learning and Teaching Strategies and Methods

Cognitive skills are developed through lectures supported by other class-based sessions and independent learning.

Assessment

Assessment of cognitive skills occurs in the range of assessment methods employed i.e. examination and / or continuous assessment, coursework and / or group work.

C. Practical (Professional or Subject) Skills:

C1   Use of techniques for planning and scheduling work/projects
C2   Deciding on the feasibility of plans given time and resources available
C3   Liaising and negotiating with clients
C4#   Self-management to meet deadlines in business
C5#   Interpersonal skills to relate to, and collaborate effectively with colleagues
C6#   Cultural sensitivity
C7#   Information search and data retrieval using traditional and electronic sources
C8#   Use of IT skills including spreadsheets for data analysis
C9   Ability to use CIT to process and progress business tasks
C10   Update professional knowledge using business resources on the internet
C11   Networking skills
C12# Use a range of presentation forms professionally

Learning and Teaching Strategies and Methods

C1, C2, C4, C5, C10 and C12 are developed through self-management and individual and group-based seminar and workshop activities. These skills, together with C3, C6, C7, C8, C9 and C11 are required in units focussing on the particular skill or skills referred to

Assessment

C1, C3, C6, C7, C8, C9 and C11 are assessed through relevant unit assessment artefacts. These plus C2, C4, C5, C10 and C12 form part of self-managed learning and are key to performance in a range of assessments.

D. Transferable (Graduate and Employability) Skills:

D1#   Study and self-management
D2#   Critical thinking and reflective
D3#   Problem Solving and creativity
D4#   Writing
D5#   Oral Communication
D6#   Reading
D7#   IT/ Information/ Numeracy
D8#   Research

Learning and Teaching Strategies and Methods

Transferable key skill opportunities are developed across the programme – (see the key skills unit mapping grid for details).

Assessment

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. D5 forms part of independent learning developed through the course by learning logs, portfolios and final year project/ Independent Study Project.

15. Course Structure, Progression and Award Requirements

1. The equivalent of 360 credits is required in order to be awarded the Honours degree. Standard University rules apply. The Regulations must be consulted for a full description of exit awards.
2. One credit is equivalent to 10 hours of learning.
3. Each level comprises of a minimum of 120 credits.
4. Units are offered as 20 credits or 40 credits.
5. The final year project is a 40 credit unit.
6. The Business & Management Pathway is offered both in the three year standard full time mode and in the four year sandwich mode which includes a one year industrial placement. The programme is divided into three levels: Level 4 (Year 1), Level 5 (Year 2), and Level 6 (Year 3). The sandwich placement year is located 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.
7. Units are either core to the pathway or optional. Language options totalling 20 credits are offered at academic level 5 only for credit and provide an opportunity for students to study a topic outside of their main subject area. Optional units also offered at levels 5 and 6. Optional units give students the opportunity to learn a variety of subjects as part of their studies and benefit from specialist knowledge of colleagues across the full range of Business School expertise. The options are arranged at each level so that they can be chosen

thematically so to give greater depth of learning to a particular discipline, or chosen randomly to satisfy an eclectic interest.

16. Employability Statement

There is a placement year during which students undertake relevant work experience and develop the necessary business skills and profile to commence a successful career on graduation. This placement can be either in the UK or overseas. Students are strongly encouraged to adopt this opportunity.

The concentration on employability/graduate skills starts immediately at level 4 with the inclusion into the taught curriculum of the '7th' unit, Business Innovation Development Project (BIDP). This unit is designed to integrate the learning of the six core units, delivering coherence to the notion of business not only at entry level but ensuing levels, while developing the critical 'soft' skills of communication, negotiation, reflection, cooperative working, research, creativity, IT, numeracy and literacy.

This emphasis on employability is further developed at the subsequent levels 5 and 6, pre and post placement, as students are carefully prepared for employment and the maximisation of self-development opportunities that arise from it, through processes of thorough reflection.

For Direct Entry and international students, there are additional support systems in place. Employer links are facilitated through the core Career Advice Service, Purple Door, faculty, and KT activities.

17. Support for Student Learning

- The Course is managed by a Course Leader, supported by dedicated Level Tutors
- Students are allocated a Placement Tutor who undertakes a visit and acts as their Personal Tutor through the placement year. They may/may not be their Dissertation Supervisor.
- Extensive induction programme introduces the student to the University and their course.
- Each student has a personal tutor, responsible for pastoral support and guidance; their BIDP unit tutor at level 4, Career Development unit tutor at level 5 and the Supervisors of the forty-credit independent units such as Dissertation, Business Project or Work Based Learning at level 6.
- University support services include careers, financial advice, housing, counselling etc.
- The Academic Skills Unit (ASK).
- PBS dedicated learning support tutors.
- The Additional Support and Disability Advice Centre (ASDAC).
- Excellent library facilities.
- The University of Portsmouth has consistently been awarded an excellent rating for student support and guidance in a number of Quality Assurance Agency inspections.
- Student course and unit handbooks provide information about the course structure and University regulations etc.
- Feedback is provided for all assessments.
- Personal Development Planning (PDP) for all awards.

18. Admissions Criteria

A. Academic Admissions Criteria

112 points from 3 'A' levels
Students are recruited with a variety of different qualifications.

General guidance:
- A-levels: 112 points from a maximum of three A levels or equivalent (equivalent qualifications could include AVCE/AVCEDA, BTEC Nationals – Award, Certificate, Diploma).
- Five GCSEs A-C, including mathematics at Grade C or above.
- The level of English language proficiency required is IELTS 6
- Professional qualifications & experience: considered positively
- Other qualifications: Yes
- 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.

19. 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.
- 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 Undergraduate Programmes
- Associate Dean (Academic).
- Associate Dean (Students).
- Quality Assurance Committee.
- Unit, Award and Progression Board of Examiners.

C. Mechanisms for Gaining Student Feedback

- One student representative for each level 4 seminar group.
- 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) 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 Academic Professional Excellence Programme.
- All academic staff encouraged to seek Higher Education Academy membership.
- Academic staff new to teaching required to undertake Initial Professional Development Programme (iPROF).
- Support Staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages.

20. Assessment Strategy

- All assessments for core units on this programme are considered to provide opportunities for students to demonstrate knowledge and understanding of the subject matter relating to the degree programme. Some assessments lend themselves more readily to the development and demonstration of cognitive skills. Others provide evidence of practical, professional and subject specific skills. Most assessments will provide opportunities for students to demonstrate the achievement of transferable and key skills). Consideration of this has been given at each level whilst acknowledging that there is a rising expectation of the development of these skills as the programme progresses.
- At level five students are assessed on longer essays. This provides them with the opportunity to develop the intellectual skills of evaluation, knowledge and analysis. Presentations continue to provide opportunities to develop further collaborative skills, an understanding of group dynamics and an analysis of the individual student's role in that process.

  Summative assessments become longer in duration in accordance with University guidelines. This allows students further opportunity to demonstrate their knowledge and understanding of the subject matter and their ability to work under pressure.
- At level six students are expected to demonstrate critical thinking and engage analytically with the subject matter. An example of this is the 10,000 word dissertation option (there are also 2 other forms of final year project on offer). The dissertation provides an opportunity for students to develop self-management skills through a sustained, substantial piece of work. This includes skills of researching, analysing, documenting and evaluating. Other units based on independent study offer similar opportunities

Level 4
The assessment approaches for the core units include examination and course-work. Seminar and workshop sessions provide opportunity for formative assessment and feedback, and learning logs are used as a device to stimulate student self-reflection.

Level 5
Essential business employability skills will be assessed in the unit Employability Research and Professional Development. The coursework, in all units, will provide for formative assessment of these skills which will then be further assessed through time-constrained examinations.

Level 6
Students will be required to demonstrate the higher skills of analysis, synthesis, critical judgement and evaluation along with comprehensive knowledge and understanding of the relevant areas of business. These skills will be assessed through a mixture of coursework, case studies and essay questions set in time-constrained examinations. The ability of students to engage in independent research will be formally assessed through the Dissertation Project, Business Research Project or Work-Based Learning Project. As for level 5, course-work will also act as formative assessment prior to examinations.

21. Assessment Regulations

Standard university rules apply (see Assessment and Regulations).

22. 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.

23. Indicators of Standards and Quality

A. Professional Accreditation/Recognition
None

B. Periodic Programme Review (or equivalent)
Periodic Programme Review 29th April 2010 confirmed 'Fitness of Purpose of Curriculum' and 'Annual Monitoring and Review Processes Effective'.

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

D. Others
EPAS Accreditation

24. Other Sources of Information

Other sources of information may be found in
- Course Approval Document.
- Student Handbook.
- Course induction booklets for Years 1, 2 and 3.
- University of Portsmouth Curricula Framework.

- University of Portsmouth Undergraduate Prospectus.
- Assessment Regulations.
- University of Portsmouth (http://www.port.ac.uk/) and (http://www.port.ac.uk/pbs) website.