

LEEDS BECKETT UNIVERSITY

Course Specification

BA (Hons) Business Management with
Marketing

BABMM

2018/19

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Record of Enhancement

No.	Detail of modification (Provide a brief description of the modification and where the Course Specification has been updated)	Date Effective (Indicate the academic year of entry and course level(s) to which the modification will apply)
1-2	<p>Statement added to section 40, course structure to make order of modules indicative as there are no pre-requisite modules.</p> <p>Course level modification, presented to School Academic Committee 21/02/2017.</p> <p>Section 44 updated to include the 2016-22 Education Strategy. H4 modules Global Economic Awareness and Business in Action swapped semesters. Translation Exercise February 2017.</p> <p>References to CMI accreditation removed throughout. School Level Modification, approved at School Academic Committee 21/02/2017.</p>	21/02/2017
	Document converted to Course Spec	August 2017
1-3	H4 Business in Action extended to long, thin delivery. Assessment changed. Approved at SAC 15/05/18.	2018/19

Version Control

For completion by Quality Assurance Services only	
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Target award, course title and programme code:

BA (Hons) Business Management with Marketing

BABMM

Level of qualification:

Level 6

Course Rationale and Philosophy:

The contemporary professional and business environment of globalised markets requires practitioners to exercise diligence and intelligence in order to respond to many circumstances that necessitate immediate adjustment to the rapidly changing conditions and opportunities; as well as the need for a long term vision. A number of students are willing to pursue a degree in Business and Management driven by the need to understand how the Western world is structured and how the environment, in which businesses and financial institutions operate, is working. The Business and Management degree (BHBMT) has always been an attractive educational and market feature, are prestigious, demanding and always part of the curriculum in highly respected academic institutions. Additionally in today's business environment in the throes of the digital revolution and increased pace of competitive change a more focussed approach is required without compromising the intrinsic characteristics of the degree.

Hence, the BA (Hons) Business Management with Marketing is designed to build up students' business awareness and equip them with personal and professional skills required to become employable in a range of business and marketing environments. Students will develop a strong understanding of the strategic and operational context of businesses and marketing, their knowledge will be contextualised and employability enhanced, through the course's strong emphasis on practical, real-world business and marketing experience. The course is designed to provide students with a programme of study relevant to the commencement and development of a career in general management across a wide variety of sectors and within an array of organisations from small businesses to large multinationals.

Built on a central theme of core modules, referred to throughout as the 'capstone' the course is so constructed as to deliver both an academic level of understanding of theory related to the business and management field together with a professional basis linked to the aim of professional accreditation designed at delivering effective workplace-ready graduates. The course brings together an opportunity to combine contemporary theory with real-world application, learning from a diverse team of academically qualified, professionally accredited visiting business leaders who collectively offer cutting edge expertise and many decades of management experience, helping to bring theory to life in the classroom. Supporting students in their transition to a higher education environment is key to an effective course with an Extended Induction Programme offering students additional support and development at key points throughout both their modules and level.

Overview and Aims:

The BA (Hons) Business Management with Marketing degree is coupled with additional pathway programmes which fill the gap by providing students with an intimate knowledge of the structural issues businesses are facing and the way they are being realised in today's affairs through the dominance of marketing companies. Students will be able to apply the management, leadership and marketing analysis to real life issues. All technical and analytical skills to understand key developments in global markets will be developed.

The course will enhance the employability skills of the students through a live consultancy project in the final year along with an optional placement opportunity which can be extended to a business improvement project. This will also enrich the negotiation skills of the student and will gain a real boost from the ability to work in a professional environment.

The School has appropriate resources for delivery of such a degree utilising additional academic members from other schools for specialist modules in areas including finance, human resources and law. Existing staff are qualified to deliver all modules specified in the proposed curriculum. Additionally, the degree will open the door for a cross disciplinary collaboration between staff and the opportunities for cross-group research will increase given the similarities between the two disciplines.

Responsibility for the BA (Hons) Business Management with Marketing course resides in the Business Strategy, Operations & Enterprise course of Leeds Business School. The course is designed in line with the QAA guidelines and the recent 2015 Business and Management subject benchmarks. The BA (Hons) Business and Management with Marketing has a wide variety of management, leadership and marketing competencies integrated into the curriculum to sit alongside wider non-curricular experiences to support a student's transition from university to the workplace. Throughout their studies, our students are encouraged to develop an on-going commitment to personal and professional development. The broad nature, diversity and the designated pathways of the course equips graduates that enables them to make an early impact on their destination employers and supporting flexibility in their career progression, both locally and globally.

The BA (Hons) Business and Management programme and other pathways will enable students to recognise the management and leadership dimensions of organisational behaviour, strategy and corporate performance but also to apply the analysis in a broader business context. A particular feature of the approach taken is to analyse such issues from a range of perspectives which allows students to appreciate the uncertainty, ambiguity and limits of knowledge. In this way we aim to enhance the employability of our graduates in terms of applying the tools of

Leadership to key business functions such as decision-making; planning; team-working; resource and information management. We have thus sought to make our course distinctive from comparable offerings in benchmark Universities by enabling students to (a) learn how to employ Business and Management and its pathways as a dual discipline of practical use in business decision-making, whilst (b) recognising alternative management and leadership styles, particularly in relation to the workplace and policy contexts. Employers of our graduates tell us that they value our students for their ability to be flexible and pro-active in their application of not only of their Business and Management skills, but also the Marketing, Finance and Analytics skills to recognise the limitations of management and leadership theories and methods in the context of practical decision-making.

Students will develop the full range of Business, Management, Finance, Marketing and Analytical subject knowledge and understanding relevant to business contexts as well as a full range of Graduate Attributes and wider transferable skills. This particular combination of intellectual and personal skills will enable students to enter a range of professional employment or training opportunities or to undertake further academic study.

Course aims

The aims of the programme are to enable students:

- To provide an academic and vocationally oriented curriculum which develops a comprehensive knowledge, appreciation and understanding of the structures, concepts and processes involved in the management and leadership of organisations and the changing macro, micro and meso environments in which they operate.
- Develop the coherent core of management and leadership principles and concepts that can be applied to a wide range of business and marketing policy and other contexts, in order to facilitate a stimulating learning environment which fosters a critical, creative, innovative, reflective and challenging approach to the study of business, management and marketing.
- Provide and enable a critical appreciation of the analytical frameworks across the different schools of leadership thoughts in order to provide opportunities that would develop the students' capabilities to take positive initiatives, respond effectively to new ideas, adapt to changing circumstances, and address multi-faceted problems with an open mind and flexible stand point.
- To enhance graduate skills and employability through the embedding of a portfolio of business, management and marketing competencies transferable to the workplace, laying the foundation for flexible future career development.

The award offers a potential graduate opportunities for the development of specific business management and leadership competences and transferable skills (developed from the graduate attributes). The BA (Hons) Business Management with Marketing award is accompanied by pathway awards at H5 and H6 in a more specific route which is related to business and management yet also permits a focus on a third subject in more detail.

Thus the emphasis of the award is to enable the rigorous achievement of a Business and Management education, but also through the professional accreditation, which will enable students to graduate with demonstrable competencies enabling opportunities in a wide range of professional areas or further study.

Course Learning Outcomes:

At the end of the Course students will be able to:

1	Evaluate and explore the contribution management makes to understand and inform business behaviour and performance through the analysis of complex and multi-faceted problems from a range of natural, global and political contexts.
2	Creatively synthesise, apply, and appreciate the limitations of management and leadership concepts in complex business and marketing contexts on a local and global level, employing digital tools, media and other digital technologies to acquire, analyse and communicate information to a professional standard.
3	Critically appreciate the management and leadership frameworks arising from different schools of thought as they apply to local, national and global business and marketing environments relevant to the contemporary workplace in which they operate, and their policy consequences.
4	Employ relevant methods to understand the business market and the mixed economy, and show initiative and enterprise in identifying and acquiring the skills necessary to seek and secure opportunities within such markets.
5	Evaluate and demonstrate the role Leaders, Business and Marketing practitioners play in relation to corporate and personal social responsibility, inclusivity and full and fair business engagement with stakeholder communities.

Level Learning Outcomes:

At Level 4 you will be able to:

1	Demonstrate a fundamental knowledge of the major concepts in the functional areas of accounting, finance, marketing and management in the environment in which they operate
2	Select and use recognised theory, principles and techniques to address straightforward problems and make effective business decisions in an integrated manner.
3	Demonstrate an underpinning knowledge of the key theories and principles of marketing, leadership and management.
4	Identify the key internal and external stakeholders and their needs and expectation and to develop a range of technical, personal and practice skills to enhance employability.

At Level 5 you will be able to:

1	Appraise the nature of external (competitive) and internal performance of organisations, operations and people in a local and global context
2	Apply theory and techniques in order to make informed business management and marketing decisions and reflect on what they have learnt.
3	Develop a critical awareness of leadership, management and marketing theories and practices through a range of learning experiences in different settings.
4	Operate effectively in a group working environment using collaborative learning and assessment activities.

At Level 6 you will be able to:

1	Critically apply learned theories, principles and techniques to determine a range of valid solutions to complex business strategic problems.
2	Critically evaluate the role of leadership and management in determining and implementing business and marketing strategy.
3	Work independently, collaboratively and ethically on a range of problems utilising research, techniques and tools to, select and present suitable solutions.
4	Critically evaluate the governance and ethical frameworks/environments in which businesses and marketing companies operate and how they impact upon business performance.

Course Structure

Level 4

All modules carry 20 credits. The capstone module setting the tone for the theme of H4 is Business in Action, which encourages students not only to think about enterprise but also to reflect on the goodness of fit between their own skills profile and those skills required for establishment and success of a business.

Part of the *common core* across the School's business-related programmes the other five modules provide a grounding across the generic aspects of business including numeracy, finance, human resource management, marketing and the business environment. The basic grounding in these areas is mirrored in the Extended Induction Programme whose 'mood music' is the encouragement of students to take stock of their skills base as the platform for the further development of business competencies. Constructed as part of each level students will access additional support as required at key points of a module, designed to support development. At H4 the focus of this programme is the effective transition to a higher education environment, building student resilience so they begin to operate as future graduates and business professionals.

The structure below is indicative and the order in which modules are studied may be adapted

Semester 1	Core (Y)	Semester 2	Core (Y)
Understanding Markets and Customers	Y	Data Analytics and Management	Y
Accounting and Finance for Managers	Y	Managing Organisations and People	Y
Global Economic Awareness	Y		
Business in Action			Y

Level 5

Building on the skills developed in H4, in order to refine and develop more sophisticated undergraduate skills, the theme of H5 is the introduction of problem solving techniques and the construction of models preponderantly but not exclusively drawing on 'micro' business concepts. Thus as indicated in their titles Operations and Supply Chain Management focuses on processes at the **organisation**

level while Managerial Decision Making as its name suggests focuses on decision making skills and development at the **enterprise** level.

At H5 the capstone module is Marketing Research. As students progress through the programme the aim is to improve and develop both their knowledge (H4) together with their ability to make effective and appropriate decisions (H5). This forms the bridging point between knowledge and strategic direction, leading to the Strategic Marketing H6 capstone module.

The commencement of the process of elongation from the ‘general’ to ‘specific’ area of pathways starts with the Marketing Planning module under the for the Business Management with Marketing Pathway. As a foundation for the pathways, H5 includes modules in the areas of Marketing Research, Financial Management and Global Management Practice.

The Extended Induction Programme moves from being focused on the transition into higher education through to progressive development as a professional graduate. Drawing from workshops delivered by the Employability and Placements Office students will at key points undertake support activities designed to effectively complete each module. The aim for H5 Extended Induction Programme activities is for a student to be placement-ready at the end of this point of their programme, whether a student undertakes a placement or not.

The structure below is indicative and the order in which modules are studied may be adapted (with the exception of the Work Placement module)

Semester 1	Core (Y)	Semester 2	Core (Y)
Managerial Decision Making	Y	Global Management Practice	Y
Marketing Research	Y	Operations and Supply Chain Management	Y
Financial Management	Y	Marketing Planning	Y

Level 6

The theme of H6 is ‘Towards Increased Professionalism’ and this comes through both incorporation of the full ‘macro’ dimension in business and also the pathway selection by students. At H6 the capstone module is Marketing Strategy, designed to bring the student from concepts and understanding (H4) in Business in Action, through the development of their decision-making ability (H5) in Marketing Research to an effective strategic thinker (H6). The aim of the capstone module is

for graduates to be effective professionals in business, management and wider fields on a regional, national and global setting.

The core modules all in differing ways bring the 'macro' dimension of business. Thus the Consultancy Project focuses on the complexity of the task, Business Strategy requires 'holistic in-depth analysis, Governance, Ethics and CSR focuses on managing and leading a business ethically (anticipated that students will gather the knowledge of an Ethical workplace, how they operate in an ethical and professional manner and how businesses contribute to the Social Responsibility whilst undertaking placement) while Strategic HRM for Leaders is set in the wider management and leadership development. Students returning from placement have the option to do the Business Start-up Incubator which will be an extended version of their placement report.

Students may wish to use the Work Placement module as one of their final year electives instead of the Governance, Ethics and CSR module. Students returning from placement also have the provision to extend their placement work and take up a module named Business Start-up Incubator. However if they wish to do this they will do it instead of the Consultancy Project. The Consultancy Project (20 credits) commences in semester 1 with preparatory work, but students undertake the bulk of applied activity in semester 2, allowing them the development time for this applied project.

At the H6 point the Extended Induction Programme moves to future career support, supplemented with additional support at key identified points from H6 modules. Aspects of self-reflection often prove challenging for students and the Extended Induction Programme will continue work commenced at H4, taken through H5 and developed further at H6 in the Consultancy Project or Business Start-up Incubator. The purpose for the programme is for a graduate to progress rapidly into a graduate-level workplace position and/or to further study.

The structure below is indicative and the order in which modules are studied may be adapted.

Semester 1	Core (Y)	Semester 2	Core (Y)
Consultancy Project / Business Start-up Incubator (20) (Business Start-up Incubator for Placement return students only)			Y
Governance, Ethics and CSR or Work Placement	Y	Business Strategy	Y
Strategic Marketing (Marketing pathway)	Y	Digital Marketing / Contemporary Brand Management	N

		(Marketing pathway)	
		Strategic HRM for Leaders	Y

Contained awards available:

Award	Title	Level	Credits
BA	BA Business Management with Marketing	H6	300
DIPHE	Diploma of Higher Education in Business and Management with Marketing	H5	240
CERTHE	Certificate of Higher Education in Business Management	H4	120

Length and status of programme and mode of study:

Length (years)	Status (FT/PT)	Mode (campus based/DL or other)
3	FT	Campus
4	SW	Campus
6	PT	Campus

Learning and Teaching

Learning and Teaching Approaches

Pedagogic Principles

The BA (Hons) Business and Management degree along with its pathways emphasises the contextualisation of knowledge in the specific areas of Leadership and Management, Enterprise, Finance, Marketing, Law and Analytics. The approach to the Learning and Teaching design of the BA (Hons) Business Management with Leadership is consistent with the University requirement to facilitate development in students of appropriate Graduate Attributes.

Both the reference to the FHEQ and the learning taxonomies can be clearly traced through the progressive development of the learning outcomes across the three levels, as outlined in the module specifications.

Course Learning Outcomes have been designed with the specific nature of a business management with leadership-focused degree in mind, allowing for deeper skill attainment via the integration of theory and practice.

H4: Knowledge and Understanding

H5: Analysis, application and reflection.

H6: Critical reflection and prescriptive solutions.

More specifically at all levels our pedagogic approach focuses on authentic learning through the use of real-life problems (progressive problem-solving) and situations, experiential and participatory learning via student collaboration and immersion in real-life situations.

The B.A. (Hons) Business Management with Marketing course adopts the School's and University's Education Strategy adopted in July 2016. This philosophy promotes **The Learning Pathway** under which;

“Students will follow a coherent course of study, underpinned by relevant research, which engages them, academically and professionally, builds their self-confidence and develops their expertise in their subject. They will be supported throughout each level of their course (and between undergraduate and postgraduate study) and encouraged to reflect upon their learning experience alongside their academic, professional and personal development. Development of this approach is as much about the way in which we work with our students as about the content of their modules, strengthening a narrative of learning within a coherent course structure.”

Level 4: Engagement

“Our emphasis at level 4 is upon transition, enabling all students to understand, and meet, the challenges of learning within a University and supporting their success at the next levels of their course. By the end of level 4, students will be oriented and integrated into their learning environment. They will also be fully prepared for the remainder of their courses, with a sound understanding of the key concepts and knowledge required for successful completion. Students will have begun to develop the full range of skills needed to complete their courses and will be engaging confidently both with their course teams and with each other.”

At Level 4 students are presented with clearly defined problems to analyse and solve. In terms of Data Analytics for Management and Accounting for Finance and Managers, simple numerical problem solving and numeric information presentation are developed. In Managing Organisations and People and Understanding Markets and Customers the basic outlines of the discipline are introduced again in relatively closed contextual problems. As its name implies the global dimension is examined in Global Economic Awareness while the afore-mentioned “stock-taking” in the skills area (included in the H4 Extended Induction Programme) is very much in evidence

in the reflective dimension of Business in Action. Before the end of this level students will have the opportunity to refine their choice of pathway i.e. Law, Finance, Marketing, Analytics, Enterprise or Leadership.

To support the students' transition to learning within a university and to begin their development towards independent learning, the courseworks, exams and the extended inductions in H4 enables students to reflect upon their own skills and competencies at that point and to generate a plan for their development. The presentation assessments in different modules namely Business in Action, Management Organisations and People, Understanding Markets and Customers and Global Economic Awareness helps to develop the skills needed to engage confidently with others. Through group presentation and individual reflection the different modules offered in H4 develops personal skills and abilities to enable students to tackle real life problems.

There is support through the personal tutoring scheme, formative feedback opportunity in semester 1, and the extended induction initiative.

Level 5: Contextualisation

"Our emphasis at level 5 is upon consolidation and deeper contextualisation. At this intermediate stage, students will become more immersed in their subject, and able to reflect critically, both upon its nature and place within their future professional and/or academic lives. Students will begin to deepen and extend their awareness of the academic, professional and personal opportunities available upon graduation and will be supported and encouraged to put their knowledge and skills into practice in an employment-related context".

Progression to H5 entails refinement of problem solving skills and model building in the 'micro dimension'. The less clear specification of problems starts to transfer the imperative to the student to use, develop and apply the appropriate skills and judgement to derive and justify solutions. The 'micro' dimension of business organisations is present in Operations and Supply Chain Management. This is supported by a wide variety of assessment methods including inter alia dossier compilation and model construction (Operations and Supply Chain Management), Research (Marketing Research), boardroom discussion (Managerial Decision Making) and running an assessment centre / setting up a conference (Global Management Practice). The student H5 experience could be said to represent the start of the transformative process as the teaching, both at modular and Extended Induction level, plays a key role in students translating problem solving skills and concepts into vocational contexts by clearly relating them to the requirements of those areas of the workplace where students would potentially start their business career. Students at this level would also study a specific pathway module which would build up a strong basis for that specific area. In the BA (Hons) Business Management with Marketing the pathway specific module at H5 is Marketing

Planning. The Placement option is promoted and supported as well and is a further chance for students to gain valuable work based skills.

Level 6: Independence

“Our emphasis at level 6 is upon the strengthening and development of independence and the further growth of students as critical thinkers, increasingly knowledgeable and reflective, both about their own academic development and about the research environment of their subject. All students will be offered the opportunity to demonstrate this development, through a sustained piece of work (with a potential for interdisciplinary working) which shows them to be academically and professionally capable. They will be able to demonstrate the application of their knowledge and skills within real-world contexts, as well as exemplifying our University’s graduate attributes.”

In the increasingly complex, dynamic and ambiguous business environment be it at the local, national or global level, the wide range of delivery modes and diet of assessment aims to prepare students for careers in the business world by featuring an increased emphasis by level on self-managed learning and “joining the dots” particularly at H6. This represents at H6 the culmination of empowered problem solving in a holistic way, having progressed from the more skills “stock-taking” approach at H4 with its emphasis on identification and production of simple solutions in relatively closed contexts.

The H6 modules develop the students’ independence, criticality, and reflection. The competencies gained at H5 translate to the platform on which the academic knowledge and skills necessary for a career in business are built against the theme of ‘Towards Increased Professionalism’ at H6. The increased influence of the ‘macro’ dimension has already had reference made to it and is an integral part of Consultancy Project and Business Strategy and this is mirrored in the Extended Induction Programme. In the BA (Hons) Business and Management the pathway specific modules at H6 are Strategic Marketing and Contemporary Brand Management / Digital Marketing.

Modules through their respected Module Descriptions, particularly at H4 and H5, will refer to the application of the introduced theoretical concepts into applied situations. Success in business requires competence in a wide range of vocationally relevant skills such as project management, planning, team-work, and decision-making. Both the Consultancy Project and Business Strategy are explicitly/implicitly applying concepts introduced at H4 and H5. The research element in Marketing Research (H5) allows student to study and analyse market research data, linked to the aim of a placement-ready student at the H5 progression point. Students also have the opportunity to utilise a period of work placement as part of their Level 6 studies.

As part of the course structure, students at H6 will in addition be required to integrate theory and practice in relation to an impact analysis of a major business or social/ infrastructure investment project within the Consultancy Project. The

Placement return students will have an opportunity to do the Business Start-up Incubator in lieu of the Consultancy Project.

The degree adopts the strategy of moving students via a transition from pedagogical to anagogical educational approach from dependence ('effective transition into higher education' at H4) through interdependence to independence in learning ('Towards Increased Professionalism' at H6). Students are initially guided in the research and tasks required but as they progress through the degree, students are expected to take increasing responsibility for their own learning. The mapping of the Graduate Attributes against modules illustrates the integration between module content and its application to the wider business world, to become more effective and autonomous learners, a skill essential for professional survival in this fast-changing world.

A major new feature of the proposed revalidated degree is the use of an Extended Induction programme. Designed to support student learning and development it will draw from a range of activities including the Employability and Placements Office, Skills for Learning and academic delivery teams at key points of the student journey.

The aim of the Extended Induction Programme is not only to underpin the academic content but additionally to develop life-long learning skills and facilitate the move from dependence in learning through interdependence to independence. The theme at H4 is taking stock and self-auditing the student's own skills set aimed at developing student resilience in a higher education setting. At H5 the development of 'micro' problem-solving skills to become placement-ready. Level 6 Extended Induction Programme sessions are focused on being a workplace-ready professional graduate for graduate employment and/or future study using these as a basis to develop 'macro' solution in the bigger strategic picture.

Face-to-Face teaching continues to be an integral part of most modes of delivery within this course. This is combined with the use of our VLE which is key part of our curriculum and Learning and Teaching strategy. All modules on the course have an active presence on the VLE.

Integration of theory and practice

Students use live data both in H4 and H5 in their studies e.g. Business in Action Financial Management. Speakers from the professions contribute to the course. Level 5 students are encouraged to complete a relevant work placement and relevant sessions from the Guest Lecture programme and other external speakers are promoted to all students.

Development of and opportunities for independent learning

The course moves students from dependence through interdependence to independence in learning. Students are initially guided in the research and tasks

required but as they progress through the course students are expected to take increasing responsibility for their own learning.

At level 6 students are expected to be motivated and self-disciplined independent learners, and directed study is reduced. This development is supported by the VLE and tutor consultation and feedback.

Reflection which underpins the development of autonomous learning is included in assessed activities at each level: Introduction to Accounting, Employability and Career Planning, Business Practice and Strategic Planning and Control.

Education for Employment

In a knowledge-based society it is increasingly important to become effective life-long learners. Learning is a central lifelong task that provides the basis for personal development and a successful career. Employability is a central theme of the course as the Leeds Business School maintains strong links with the industry.

Open and Flexible Approach to Learning

The curriculum has been designed to encourage participation and acknowledges the needs of an increasingly diverse student body. The VLE is widely used to support learning for students, for example by providing material on a weekly basis and updating material. It is increasingly used in formative assessment (e.g. through on-line tests and podcasts). Students are able to move from part-time to full-time status and vice versa where necessary. Tutors offer weekly consultation slots outside formal class times and support students through email and telephone communication.

Learning and Teaching Activities

A variety of teaching techniques are used, ranging from traditional lectures, to workshop-based computer software employed for problem solving; supervision and mentorship of group-based Consultancy Project; tutor-directed case studies; experimental work in Business Decision Making to simulate decision-making in situations of uncertainty; testing of alternative theories by acquiring and analysing data; the use of feed-forward as a means of teaching and learning e.g. by allowing students to consider past submissions, suitably conditioned for student use; MyBeckett based diagnostic tests for skills in Literacy, Numeracy and IT; use of Podcasts and other apps in Digital Marketing and the use of the Hydra and Bloomberg Suites. Student development is supported at a wider level through the Employability and Placements Office together with sessions through the Skills for Learning programme which facilitate practical activity designed to enhance business and professional skills.

Our choice of learning and teaching activities is then governed by the degree to which they allow students to achieve the module learning outcomes, and thus the course learning outcomes. Learning and teaching activities become more complex with the levels, developing skills typical of the levels consistent within the University Taxonomy, as follows:

H4: Knowledge and Understanding

H5: Analysis, application and reflection.

H6: Critical reflection and prescriptive solutions.

...and these are mirrored in the Level Skills Specification of the Graduate Attributes.

At the same time, the context within which students develop these skills differs with the levels: at Level 4 the context of learning is typically simple and tutor-controlled; at Level 5 it is more complex but still largely tutor -controlled; at Level 6 it becomes complex/dynamic, open-ended and involves considerable student discretion.

Teaching and learning processes will be strategically employed to ensure that Graduate Attributes are developed effectively. For example, in the H4 Data Analytics and Management example above, Microsoft Excel is utilised as a means of presentation and analysis as a statistical aid to business decision-making is an aspect of digital literacy that is further developed in the H5 Operations and Supply Chain Management module.

To ensure that students see progression between levels and identify with the course and the staff team throughout their degree, we have sought to ensure that the personal development (PDP) processes act as a vehicle for unifying the student experience firmly in the context of Business and Management, and to further consolidate course identity by staffing key elements of the course from within the Business and Management Team. The Extended Induction Programme gives students the opportunity to further utilise their self-development activities within a progressive learning environment.

Virtual Learning Environment (VLE) tools will be employed to support learning and teaching activities in seminars – document and web links to guide reading/preparation, discussion boards to stimulate debate/allow peer assessment before and after the seminar. The Panopto system or similar software will be employed to record lectures and seminars in modules including Business in Action (H4), Business Performance Management (H5) and Business Strategy (H6).

Graduate Attributes (UG Only) - All our undergraduate students will develop three graduate attributes; Enterprise, Digital Literacy, Global Outlook

The 2011 review embedded the three graduate aspects of enterprise, digital literacy and global outlook into the programme. These have continued to be embedded into the undergraduate curriculum through learning and assessment, details of the latter being in at the module level and additionally through the Extended Induction programme at levels 4, 5 and 6. Details of the mapping between the latter and the development of the graduate attributes is in Appendix 4.

The 'Enterprise' attribute is developed formatively and summatively assessed throughout the programme, primarily through tasks which require thinking 'outside of the box', the ability to identify opportunities, the ability to make quick robust decisions, organisational skills, leadership skills or project management skills. These elements are identified within module specs where they apply.

The 'Digital Literacy' attribute is developed and assessed throughout the programme via the use of digital media in various module contexts, including use of software packages for organising and presenting work, individual and group presentations, reports, portfolios, dossiers, posters and podcasts together with data manipulation. Development of this competence is seen as an integral part of the Induction Programme.

No business and management programme can ignore the wider international environment. The 'Global Outlook' attribute features at all levels of the Business Management programme and its relevant pathways. Those modules including this element focus on the international business environment and how this impacts on the world of business through global management practices and the operation of international organisations.

Graduate attributes are embedded into the modules as follows. See MATs section 25 for details in each case.

Enterprise

This attribute is defined as "the development of creativity, organisational skills, problem solving, business skills, leadership skills and project management skills" (The Little Book of Graduate Attributes, 2013). The competence at the specific H4, H5 and H5 Levels is specified below:

Level 4: Formative understanding relating to academic skills and business specific functions of the requirements for the successful development of Enterprise in simple, controlled contexts.

Level 5: Deeper understanding of the academic skills and business specific elements (parameters, assumptions limitations and implications) of Enterprise skills in more vocationally specific business related and less controlled contexts.

Level 6: The translation of the skills gained at H5 to a deep understanding of and competence in handling the academic skills and business specific elements (parameters, assumptions limitations and implications) of Enterprise in open contexts and the incorporation of these into the Enterprise aspect of any proposal or development.

This graduate attribute is developed and assessed in the context of taught modules, as follows:

Module	Developed	Assessed
Level 4		
Business in Action	✓	✓
Accounting and Finance For Managers	✓	✓
Understanding Markets and Customers	✓	✓
Data Analytics and Management	✓	
Global Economic Awareness	✓	
Managing Organisations and People	✓	
Module	Developed	Assessed
Level 5		
Managerial Decision Making	✓	
Marketing Research	✓	✓
Financial Management	✓	
Operations and Supply Chain Management	✓	✓
Marketing Plannins	✓	
Module		
Level 6		
Consultancy Project	✓	✓
Business Strategy	✓	✓
Governance, Ethics and CSR	✓	
Strategic HRM for Leaders	✓	
Strategic Marketing	✓	✓
Digital Marketing / Contemporary Brand Management	✓	✓

Digital Literacy

This attribute is defined as “the confident and critical use of information and digital technologies to enhance academic, personal, and professional development”. The competence at the specific H4, H5 and H6 Levels is specified below.

Level 4: Basic development and applications of Digital Literacy in simple, controlled contexts, relating to academic skills and business specific functions in the areas of

report writing, presentations and the use presentation and manipulation of data.(Original).

Level 5: Development of Digital Literacy skills in more vocationally specific business related, but still controlled, contexts.

Level 6: Student discretion in the choice and use of appropriate Digital Technologies appropriate to dynamic, complex, and vocationally relevant contexts and the use of these technologies to capture incremental solution progression and refinement through sensitivity analysis. (Original).

This graduate attribute is developed and assessed in the context of taught modules, as follows:

Module	Developed	Assessed
Level 4		
Business in Action	✓	
Accounting and Finance For Managers	✓	✓
Understanding Markets and Customers	✓	✓
Data Analytics and Management	✓	
Global Economic Awareness	✓	✓
Managing Organisations and People	✓	
Level 5		
Managerial Decision Making		
Marketing Research	✓	✓
Financial Management		
Operations and Supply Chain Management	✓	
Marketing Planning	✓	✓
Module	Developed	Assessed
Level 6		
Consultancy Project	✓	
Business Strategy	✓	
Governance, Ethics and CSR	✓	
Strategic HRM for Leaders	✓	
Strategic Marketing		
Digital Marketing / Contemporary Brand Management	✓	✓

Global Outlook

This attribute is defined as “enabling effective and responsible engagement in a multicultural and globalising world”. The competence at the specific H4, H5 and H6 Levels is specified below:

Level 4: Basic understanding relating to academic skills and implications of the impact of the global environment on specific business specific functions simple, controlled contexts.

Level 5: Deeper understanding of the role of the global business environment where applicable as a ‘driver’ for the business as a whole and its specific functions in more vocationally specific business related and less controlled contexts.

Level 6: The ability, where applicable, to factor in and incorporate the impact of the changing dynamics of the global environment though their impact on specific business functions, into solutions to business problems in open contexts and to justify any consequential refinements.

This graduate attribute is developed and assessed in the context of taught modules, as follows:

Module	Developed	Assessed
Level 4		
Business in Action	✓	
Accounting and Finance For Managers	✓	
Understanding Markets and Customers	✓	
Data Analytics and Management	✓	
Global Economic Awareness	✓	✓
Managing Organisations and People	✓	✓
Level 5		
Managerial Decision Making	✓	
Marketing Research	✓	
Financial Management	✓	
Operations and Supply Chain Management	✓	✓
Marketing Planning	✓	✓
Level 6		
Consultancy Project	✓	✓
Business Strategy	✓	✓
Governance, Ethics and CSR	✓	✓
Strategic HRM for Leaders	✓	✓
Strategic Marketing	✓	✓
Digital Marketing / Contemporary Brand Management	✓	
<i>Placement</i>	For students employed by organisations with interests outside the UK	

In the context of Atlay's (2006)¹ observations on Professional Development Planning, the curriculum in the previous award was of the form of an *interrelated* model (some integration between PDP and the academic modules). The introduction of the Extended Induction programme aims to incorporate the elements of the *embedded* model (deeper integration of PDP into the modules and more blended learning) while the addition of Guest Lectures and part professional accreditation through additional activities embodies the incorporation of the philosophy of the *curriculum plus* model (the integration of activities outside the curriculum) into the delivery of the award. The Extended Induction is built into the curriculum to enable effective skills transfer at the point of need within a specific module. By the nature of this it will differ between courses and on the BA (Hons) Business Management with Marketing the Extended Induction will focus on academic and personal skills at H4, employability skills at H5 and professional skills at H6.

¹Atlay, M. (2006) *Embedding PDP Practice in the Curriculum*. Learning & Employability Series 2. York: The Higher Education Academy.

Use of the Virtual Learning Environment

At induction students are introduced to a VLE accessed through the university portal, this being MyBeckett. Announcements are made on the portal to inform students of university-wide events, and group announcements are made to both students across the course, and to all, or to students at specific levels, as appropriate. Students' individual timetables are provided through the VLE. Modules all provide a "MyBeckett" site designed to meet at least the minimum VLE design expectations of the university. In addition a course-specific page on MyBeckett provides course related information to students, such as the PowerPoint presentations used in induction sessions; documentation and links to relevant sites in support of student applications for an optional self-organised semester of Study Abroad at a partner university in year 2 semester 2; details of Work Placement opportunities/support; and visiting speaker arrangements.

All Leeds Beckett University Module Leaders are expected to post learning materials and full course documentation, including assessment specifications and criteria, on MyBeckett as part of the defined Minimum Expectations. Within the suite of Business and Management programmes Module Leaders regularly exceed these minimum expectations through the use of MyBeckett facilities for submission of work and to provide assessment feedback, both generic and to individual students. These practices are already commonplace on the course. Turnitin is also employed with the Leeds Beckett University use policy for the purpose of assignment submission at all levels and feedback as well as assessing through its Similarity Scores the case for investigative interviews.

Some modules will require students to show evidence of using VLE resources/facilities and/or will feature sessions on VLE. This may be in the formative or summative dimension. The H4 Data Analytics and Management features an online formative quiz in Week 5 where the marking algorithm is set as such that a score of 40% or above open the door to a data set. In the summative assessment this data set is used to answer the questions which are worth around 15%. In the H5 Operations and Supply Chain Management module students are required to construct a data model, evaluate performance and offer recommendations. the H6 Digital Marketing module (for the BA (Hons) Business Management with Marketing Pathway) requires as the first part of the assessment diet “An individual assignment that requires the production of Digital Marketing Content (app, PPC, advertising, blog articles, social media pages, etc.) and a supporting Briefing Paper considering the audience, value of content and control.”

Use of Blended Learning

In recognition of different learning styles, a range of activities are employed so that students have sufficient opportunities to exhibit their abilities and meet learning outcomes. In some modules traditional classroom forms of learning are complemented by wholly online activities to facilitate better understanding. In the H4 Data Analytics and Management module there is a 1 hour lecture complemented by a 1 hour classroom session and 1 hour lab session. Supporting this is a dataset which is online that supports face-to-face learning.

In H4 Managing Organisations and People students participate in a taped discussion which is then uploaded for review.

A variety of contexts are employed to give students the opportunity to develop their strengths and address weaknesses in terms of skills and the way they evidence learning. This is achieved by the use of a range of learning and teaching activities (Box 45).

Student Support Network

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators works closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students’ Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Hub on either campus to speak to our Student Experience Team. This

team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. There is a Student Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. The telephone number is 0113 812 3000, and the e-mail address is StudentHub@leedsbeckett.ac.uk.

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The **Support** tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The **Opportunities** tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.

Assessment Strategy

Summative Assessment

Assessment throughout the BA (Hons) Business Management with Marketing degree supports the progressive development of problem-solving techniques. Within Box 50 the range of assessment tools utilised across programme modules include Closed-book examination, Open-book examination, Presentation, Individual Assignment, Business Plans, Group Presentation, Portfolio, Case Study, online YouTube video, Group Project, Data Set, Reflective log, Creative Piece, Report, Discussion, Negotiation Activity and Research Report. These vehicles of assessment enable the development of a wide range of skills (intellectual and personal). Modules within the programme offer a balanced range of techniques although within modules these may vary. The assessment typology is justified within the Assessment Tasks (Box 30) component of the relevant Module Approval Template and covered in greater detail within the assessment-specific section (Box 31 and Box 32).

A strategic decision was taken where possible to utilise a 70:30 component split. Again there are a few exceptions for pedagogic reasons and where this is the case the Assessment Tasks (Box 30) component of the relevant Module Approval Template states the rationale for use of an alternative assessment balance.

Due emphasis is placed on assessing the application of knowledge and skills and, where appropriate specific pathway modules in H5 (Marketing Planning) will act as a vehicle for integration between the H6 advanced pathway modules. Assessments differ by level, with tutor direction and control of assessment contexts being greatest at Level 4, more emphasis at Level 5 on students using problem solving techniques in the 'micro' context and at H6 the "joining of the dots" to apply holistic solutions to holistic problems in a changing dynamic 'macro' environment. In this way the strategy is to encourage students to progress from dependence to independence in their learning. Assessment word length varies to reflect the progression through the increasing complexity of the levels on the course as follows:

H4: 3000 words.

H5: 4000 words.

H6: 5000 words.

In addition the vast majority of modules have two summative assessment components to support student success. However in the case of some modules, two summative assessments do not constitute the appropriate assessment vehicle. Where this is the case the Assessment Tasks (Box 30) component of the relevant Module Approval Template states the rationale for use of a single assessment methodology.

Formative Assessment

Formative feedback is an important aspect of the learning process and is a feature of all modules in a number of forms, for example:

- Tutor feedback on proposals
- Individual and group presentations within seminars or workshops
- Responses to practice assessments/test questions
- Tutor comments on VLE discussion forums
- Peer-to-peer critiques on prepared written work and discussion.

Formative assessment (as distinct from formative feedback, above) is taken to mean the provision of feedback designed to directly inform students' interim work towards an item of summative assessment. In general therefore, formative assessment is specific to individual modules' learning and teaching strategies and the mode of summative assessment adopted. The approach to formative assessment varies between the modules; from informal to formal, in line with current thinking. Informal assessment is not allocated a word count but feeds forward into the summative work. Formal formative assessment is awarded a word count and will also feed forward into the summative assessment.

Formative assessment activities are varied across the programme levels in line with increasing development of learner autonomy. Indicative formative assessment activities at each level include:

- At H4:
Tutor feedback on tutor-led group discussion; practice tests; tutor feedback on individual draft work.
- At H5:
Tutor-facilitated discussion of examples of draft work; group wikis.
- At H6:
Informal discussion of essay ideas, draft dissertation and project proposals or research interests; student-led peer review of informal presentations.

Feedback on Assessed Coursework

In line with University policy, staff are utilising MyBeckett to disseminate assessment specifications and criteria, in addition to verbal and hard copy Module Handbook guidelines. MyBeckett and Turnitin are also increasingly employed for electronic submission and retrieval of student work, and for return of work with feedback and grades to students. At the end of the process in the periodically reviewed degree, it is the role of the Course Leader to post a note on the MyBeckett Group tab to the effect that the moderation process has been completed. In a degree of a specific nature such as BA (Hons) Business and Management, the specific methods of feedback will differ according to the nature of the assessment. However, although the form of feedback may vary tutors are expected to deliver feedback to the students within a 4-week turnaround time. Regarding the posting of marks, the School position is that provisional marks can be posted but with a 'Health Warning' to the effect that they are provisional. The periodic review has given the Course Team and Module Leaders the opportunity to rethink the interface between learning outcomes and the way assessments address these in a manner consistent with timely feedback to students.

An increasing number of tutors employ "feed-forward" techniques such as examining exemplars good and bad and past submissions against criteria, in order to anticipate or eliminate misunderstandings of assessment tasks, and to enhance learning; this process is often related to formative assessments to further consolidate the student's understanding.

In addition, at course level, tutors endeavour to relate feedback given to students in prior modules to the material they are covering in their current modules. This serves to emphasise coherence and progression to students, and vertical integration of modules within and between levels, enabling students to develop their knowledge, skills and Graduate Attributes systematically and holistically.

Module Assessment Methods (core modules only)

Module Titles	<i>Closed Examination</i>	<i>Open Examination</i>	<i>Data Set</i>	<i>Reflective Assignment/Log</i>	<i>Presentation</i>	<i>Individual Assignment</i>	<i>Group Presentation</i>	<i>Group Discussion</i>	<i>Portfolio</i>	<i>Case Study</i>	<i>Group Project</i>	<i>Practical Skills Assessment</i>
Level 4												
Business in Action					✓							✓
Global Economic Awareness		✓					✓					
Managing Organisations and People		✓						✓				
Data Analytics and Management	✓											
Accounting and Finance for Managers	✓											
Understanding Markets and Customers						✓			✓			
Level 5												
Managerial Decision Making								✓			✓	
Marketing Research											✓	
Financial Management	✓						✓					
Global Management Practice						✓						
Operations and Supply Chain Management				✓	✓					✓		
Marketing Planning	✓											
Level 6												
Consultancy Project											✓	

Business Strategy			✓				✓					
Strategic HRM for Leaders			✓				✓					
Governance, Ethics and CSR						✓						
Work Placement						✓						
Strategic Marketing	✓					✓						
Digital Marketing												
Contemporary Brand Management				✓								

Employability and Professional Context:

The world economy continues to experience turbulent and uncertain times and as organisations strive to restrict costs, ensure robust internal control systems and struggle to secure funding for sustainability, the need for management and leadership skills becomes increasingly important. The award provides employability enhancement skills at all levels of study to equip students to develop life-long learning skills and move from dependence in learning through interdependence to independence. The course aims to enable graduates to make an effective contribution to the development, management and administration of enterprises, in both domestic and global environments.

The generalist nature of the award recognises that “most employers were unimpressed by the overly specialised business degrees and instead favoured a more generalist programme” (Jackson, 2009) and addresses the issue raised of management and leadership weaknesses and their impact upon competitiveness (CBI, 2007). Overall students are being prepared to be a ‘professional manager’.

Employability is also enhanced by the provision of work-related learning opportunities such as Placements, Volunteering, the Consultancy Project (H6) and Study Abroad (normally offered at H5 Semester 2) experiences, as well as through engagement with the Guest Lecture Series, competitions and projects made available to students (e.g. AVIVA, IBM Challenge, Study India initiative, Study China initiative). Students undertaking the placement opportunity can undertake a module entitled “Business Start-up Incubator” which would enable them to reflect and consolidate their placement report and further develop on that besides maintaining the professional relationship with their placement employers.

At present the course attracts students from across the UK, Europe, the MENA Region and East Asia and provides opportunities for a multi-cultural learning experience both inside and outside the classroom. The Business Management with Marketing once approved will follow the trend increasing numbers of the current Business and Management students degree and will attract both domestic and foreign students.

The case studies, staff industry experience, the Consultancy Project module, the Pathway specific modules along with Study Abroad and Volunteering opportunities provide the students with exposure to “real life”, and a vocational approach, within the constraints of the undergraduate study experience.

The Alumni office data indicates career outcomes for the courses are extremely broad with a number of students working internationally as well as nationally in managerial positions. In the recent survey of earnings for graduates by subject (ONS, Labour force survey 2012) business graduates earned above the median for all graduates and are only exceeded by those from science, medicine and mathematics disciplines.

Work Related Activities

Placement or Work Related Activity Level:	After H5
Placement or Work Related Activity Length in Weeks:	48 Weeks

Type of Placement or work related activity:

Audited and monitored placement, typically paid, with any organisation approved by the Work Placement Office.

Students may opt to spend the third year of their degree in a Work Placement of 48 weeks duration. This is supported by a visit from a course team supervisor and completion of the Work Placement module on return to the programme in Level 6. The work placement has to be formalised and approved by the Placements & Employability Office. The Work Placement is an opportunity but is not guaranteed; students have to show initiative in securing a placement in liaison with the Work Placement office. Where possible course team staff will help to acquire placements through their own contacts in industry in the relevant pathway specific industry but this is done on a pragmatic basis. The intention is for students to choose a placement / be placed in a role related to their pathway, which would add value to the knowledge acquired through the initial pathway module (undertaken in H5). Placement return students would also be encouraged to pick a relevant company/project related to their pathway in the H6 Business Consultancy Project module if they choose not to undertake the Business Startup Incubator Module. This

is also applicable to the continuing students i.e. pick a relevant company/project related to their pathway in the H6 Business Consultancy Project module.

Students may alternatively arrange either a shorter two-week work placement, to meet the minimum University requirement that all students should complete work related learning, or voluntary activity equivalent to a two-week work placement. It is proposed that equivalence of voluntary activity will be established by the course leader in liaison with the Work Placement Office.

Students may wish to use the Work Placement module as one of their final year electives instead of the Governance, Ethics and CSR module. It is anticipated that students will gather the knowledge of an ethical workplace, how they operate in an ethical and professional manner and how businesses contribute to Social Responsibility whilst undertaking placement which will replace the knowledge acquired through the Governance, Ethics and CSR module. Students returning from placement also have the provision to extend their placement work and take up a module named Business Start-up Incubator. However if they wish to do this they will do it instead of the Consultancy Project.

To ensure that all students gain insights into vocational aspects of their studies, it is envisaged that one of the additional duties of the H6 Personal Tutors will be to liaise with the Employability and Placements Office regarding student progression into employment/postgraduate study. It should be added that all the modules offered in the Business and Management suite of awards, through the nature of their content and the skills assessments have got the potential to stimulate a student in a career in management be it in the public, private, third way or voluntary sectors. Similarly the related pathway modules at H5 and H6 have the capability of acting as a catalyst in encouraging students in the finance, marketing/ or analytics areas.

Reference Points used in course design and delivery:

All our courses leading to Leeds Beckett University awards have been designed and approved in accordance with UK and European quality standards. Our courses utilise the Frameworks for Higher Education Qualifications (FHEQ) and where relevant subject benchmarks (where these are available) and professional, statutory and regulatory body requirements (for professionally accredited courses).

We review our courses annually and periodically, responding to student feedback and a range of information to enhance our courses. Our University is also subject to external review by the Quality Assurance Agency. Our latest report can be found on the QAA web site at <http://www.qaa.ac.uk/reviews-and-reports>

We appoint External Examiners to verify that our University sets and maintains standards for awards which adhere to relevant national subject benchmark statements and the Framework for Higher Education Qualifications (UK), ensure standards and student achievements are comparable with other Higher Education Institutions in the UK, with which they are familiar, and ensure that assessments measure achievement of course and module learning outcomes and reach the required standard. External Examiners may also provide feedback on areas of good practice or potential enhancement.

Staff Teaching on the Course:

You can find details of our highly qualified permanent teaching staff on our website, who are involved in teaching, research and administration associated with the course.

Regulatory Exemption details:

None